ED 443 942   AA 001 325

Resources in Education (RIE). Volume 36, Number 2.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
LANGUAGE- English
EDRS Price- MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131),Collected Works - Serials (022)
DESCRIPTORS- *Abstracts; Catalogs; Education; *Educational Resources; *Indexes; Resource Materials
IDENTIFIERS- *Resources in Education

"Resources in Education" (RIE) is a monthly abstract journal that announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, parents, etc.). Each issue announces approximately 1000 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC database prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The COM edition contains all five of the indexes in the printed edition. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for May 1979. The electronic version of the ERIC database contains data fields in addition to those appearing in the printed journal, e.g., geographic source, target audience, etc. (CRW/WTB)

ED 443 943   CE 078 329

Rodden, Tanya
Getting the Message Across: Language, Literacy and Numeracy in Tourism and Hospitality Industry Training. A Guide for Workplace Trainers.
SPONS. AGENCY- New South Wales Board of Vocational Education and Training, Sydney (Australia).; Australian National Training Authority, Brisbane.
PUB DATE- 96
NOTE- 81p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; Case Studies; Cross Cultural Training; Developed Nations; Employer Employee Relationship; Foreign Countries; *Hospitality Occupations; Inplant Programs; Instructional Materials; Language Skills; *Literacy Education; *Numeracy; *On the Job Training; Teaching Methods; *Tourism; Vocational Education; *Workplace Literacy
IDENTIFIERS- *Australia

This kit of training strategies and case studies is designed to help trainers to become more successful with their communication and training in the tourism and hospitality

The public sector is becoming less concerned with who is providing a given service but more concerned about the quality, reliability, accessibility, and price of the service. In vocational education and training (VET), one consequence of this transformation is that the various public stakeholders involved with funding, purchasing, and providing VET are increasingly being separated, ensuring that overlaps in responsibilities and sometimes contradicting interests of public stakeholders are minimized while guaranteeing a greater accountability of the various agencies, whether public or private. The corporatization of the Swedish public training provision system, the AMU-Gruppen, is a clear example of deregulation and market orientation of a formerly highly public body with an almost monopolistic position. The process, which started in 1986 with the AMU-Gruppen being transformed from a division under the national board of education to an autonomous agency, may end with the privatization of the entire structure. Likewise, the restructuring of the Dutch VET system, which has resulted in the establishment of regional training centers, has been a long process, initiated by legislation in 1987 that resulted in the first mergers, and continuing so that by 1998-99, the total number of publicly funded VET institutions has dropped from 396 to 65. (Contains 127 references.) (KC)

ED 443 962 CE 080 507

Zachary, Lois J.
The Mentor's Guide: Facilitating Effective Learning Relationships. The Jossey-Bass Higher and Adult Education Series.
PUB DATE- 00
NOTE- 208p.; Foreword by Laurent A. Daloz.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; *Adult Learning; Andragogy; Communication Skills; Educational Environment; Goal Orientation; Instructional Materials; *Interpersonal Relationship; Interprofessional Relationship; Learner Controlled Instruction; Learning Activities; *Mentors; Modeling (Psychology); Professional Development; Teacher Student Relationship

Intended for readers in the business world and in nonprofit and higher education settings, this guide offers a framework for informed mentoring practice. It combines discussion and exercises. Chapter 1 grounds the mentor's work in a learner-centered approach to mentoring and presents a mentoring paradigm consistent with andragogical principles and congruent with best practices of adult learning. Chapter 2 focuses on the context of the learning. Chapter 3 introduces the four mentoring relationship phases--preparing, negotiating, enabling, coming to closure--and discusses themes that run throughout them and related tools and techniques. Chapters 4-7 provide an in-depth look at each phase. Chapter 4 offers strategies for mentor self-preparation and provides a framework and tools for engaging and connecting with the mentee. Chapter 5 describes seven negotiating outcomes and how to use them to form the basis of a viable mentoring agreement. Chapter 6 on the enabling phase describes the mentor's key tasks as they relate to three core conditions: support, challenge, and vision. Chapter 7 advocates inclusion of closure protocols and across occupations, and this partially accounts for the higher wages of higher education graduates; (4) prior work experience enhanced employment outcomes, although holding a previous degree did not; (5) male and female higher education graduates enjoy similar positive outcomes, while male vocational education graduates fare much better than females; (6) although higher education graduates sometimes fared better than vocational training graduates, the differences could often be traced to major disadvantages of the vocational students before beginning study. Implications for government policy include maintaining educational subsidies for the public sector and adding employment activities during the course of study to improve employment outcomes. (Contains 32 references.) (KC)

ED 443 980 CE 080 537

Phan, Oanh
Australian Vocational Education & Training, 1997: Rural and Remote Students. An Overview.
SPONS. AGENCY- Australian National Training Authority, Melbourne.
PUB DATE- 99
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; Apprenticeships; Certification; Competency Based Education; Continuing Education; *Delivery Systems; Developed Nations; Educational Needs; *Employer Attitudes; Employment Qualifications; Foreign Countries; *Government Role; *Job Training; Learning Activities; Outcomes of Education; Postsecondary Education; Rural Areas; *Rural Education; Rural Environment; Rural Population; Rural Schools; Secondary Education; *Vocational Education
IDENTIFIERS- *Australia

This publication provides a detailed description of Australia's vocational education and training (VET) system in the context of Australians living in rural and remote regions who undertook some form of VET in 1997--about one-third of all students who participated in training in public institutions. The nine sections of the report cover the following topics: (1) geographic regions; (2) highlights--Australia 1997; (3) diversity of VET; (4) students in more detail; (5) courses in more detail; (6) modules in more detail; (7) distance and studying by correspondence; (8) outcomes of VET graduates; and (9) apprentices and trainees. Some highlights of 1997 VET activities of students living in rural and remote areas of Australia include: almost 415,000 students from rural areas and more than 48,000 students from remote areas undertook VET programs in 1997; 83 million hours of rural and remote VET were delivered; rural and remote students take fewer hours of VET than students in cities; students in remote areas are less likely to be unemployed; students in rural and remote areas are slightly likely to be older than their metropolitan counterparts; and only one-third of rural and remote students have completed secondary education. (KC)

ED 443 981 CE 080 539

Australian Vocational Education & Training Statistics, 1999. At a Glance.
SPONS. AGENCY- Australian National Training Authority, Melbourne.
PUB DATE- 00
NOTE- 9p.; Graphs are in color and may not reproduce adequately.

*Inclusive Schools; Muslims; Partnerships in Education; Peer Relationship; Policy Formation; Politics of Education; Position Papers; Program Effectiveness; Research Projects; *Social Integration; *Social Isolation; Teacher Student Relationship; Universities; Womens Education
IDENTIFIERS- *Marginalized Groups; *United Kingdom

Educational strategies for social inclusion are based on particular definitions that do not always take account of the complexities of exclusion and inclusion. By attempting to "normalize" the unemployed and disaffected, social inclusion efforts often legitimate the status quo of systems that might otherwise be regarded as contributing to social exclusion. Among the issues that are often ignored in attempts to address social exclusion through education and training are structural unemployment, age, social values, institutional provision, and the notion of what counts as worthwhile learning. These issues were addressed successfully in an action research project in the north of England. The project, which was a partnership between a university and local community organizations, catered to various adults, including men in prison, young mothers, disaffected youth, unwaged people with disabilities, and young Pakistani Muslim women. The courses were validated through the university via an accredited skills framework. According to the information gathered during 50 interviews and 12 focus groups conducted throughout the project, the project's success in helping participants achieve social inclusion can be attributed to the positive student-teacher and student-student relationships cultivated through an educational strategy based on the principle of teaching engaged pedagogy. (Contains 49 references.) (MN)

ED 443 998 CE 080 565

Lifework Planning Guide: A Student Guide to High School Planning.
PUB DATE- 99
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Career Choice; *Career Education; Career Information Systems; *Career Planning; Check Lists; *Course Selection (Students); Decision Making; Definitions; *Education Work Relationship; *Educational Counseling; Educational Needs; Educational Opportunities; Employment Opportunities; Employment Qualifications; Grade 8; Graduation Requirements; Guidelines; *High Schools; Information Sources; Job Skills; Junior High Schools; Needs Assessment; Occupational Clusters; Parent Participation; Postsecondary Education; Self Evaluation (Individuals); Statewide Planning; Student Educational Objectives
IDENTIFIERS- *Wisconsin

This document is designed to help Wisconsin eighth grade students, their parents, and their teachers plan an individualized course of study in high school that will help these students research their post-high school goals. The document begins by describing the process of lifework planning, which is intended to equip students with the research skills needed to form a realistic picture of job opportunities. Provided next are the following items: (1) a brief overview of four broad types of work; (2) definitions and sample jobs for the six career clusters used in Wisconsin schools to help

ED 444 014 CE 080 583

Harrington, Lois G.
Making Connections: A Curriculum Ideabook for Teachers of Applied Academics and Health Services.
SPONS. AGENCY- Department of Labor, Washington, DC.
PUB DATE- 00
NOTE- 275p.; Project administered through the Buckeye Hills Collaborative Partnership, Gallia/Jackson/Vinton JVSD, Rio Grande, Ohio.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Education; Allied Health Occupations; Allied Health Occupations Education; Classroom Techniques; *Communications; *Dental Assistants; Education Work Relationship; Educational Resources; *Integrated Curriculum; Internet; Job Skills; Learning Activities; *Mathematics; *Medical Assistants; Nurses Aides; Occupational Information; Performance Based Assessment; Postsecondary Education; *Sciences; Teaching Guides; Teaching Methods; Tech Prep; Vocational Education
IDENTIFIERS- Secretarys Comm on Achieving Necessary Skills

This Ideabook is designed to help vocational/tech prep and applied academics teachers plan and present their subject matter in a more integrated way. Section 1 discusses integrating the curriculum, rationale for using the curriculum, and how the book helps teachers modify their instructional programs to more closely match demands and realities of the real world. Secretary's Commission on Achieving Necessary Skills (SCANS) competencies and SCANS foundation skills and qualities are listed. Section 2 looks at the three levels of integration: infusion; linked; and multidisciplinary. Section 3 presents strategies and activities a teacher can use to make academic instruction more integrated, divided into these areas: teach thinking strategies; use authentic assessment tools; use rubrics and periodicals; simulate the workplace; incorporate projects; use demonstrations and discovery; use planning tools that support integration; and devise joint plans with other teachers. Section 4, focusing on the information superhighway, covers the Internet, World Wide Web, e-mail, newsgroups, mailing lists, and Web sites. Section 5 describes curricular resources for applied communications, mathematics, and science; applied communications; applied mathematics and science; applied mathematics; applied science. Contact information is also provided. Section 6 contains excerpts from the Occupational Competency Analysis Profile for diversified health occupations. (YLB)

ED 444 015 CE 080 584

Graver, Amy
Making Connections: K-8 Worksite Learning Activity Packet.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Career-Technical and Adult Education.; Department of Education, Washington, DC.
PUB DATE- 00
NOTE- 54p.; This publication is based on work sponsored by the U.S. Department of Education under Public Law 101-392, the Carl D. Perkins Vocational Education and Applied Technology Act Amendments of 1990, section CFDA No. 84-248, Demonstration

examines all aspects of the assessment process, including designing and communicating assessment tasks, marking and grading, creating dialogue through assessment, managing time, developing assessment policies, and evaluating assessment practices. Part C comprises innovative contemporary case studies from a range of educational institutions and countries loosely ordered around these key learning outcomes: thinking critically and making judgments; solving problems and developing plans; performing procedures and demonstrating techniques; managing and developing oneself; accessing and managing information; demonstrating knowledge and understanding; designing, creating, performing; and communicating. Appendixes contain a glossary; sample marking guide; clinical competence assessment criteria; 85 references; and index. (YLB)

ED 444 031 CE 080 613

Ashton, David; Green, Francis; James, Donna; Sung, Johnny
Education and Training for Development in East Asia: The Political Economy of Skill Formation in East Asian Newly Industrialised Economies. ESRC Pacific Asia Programme Series .
SPONS. AGENCY- Economic and Social Research Council, Lancaster (England).
PUB DATE- 99
NOTE- 185p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Historical Materials (060),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Boomtowns; Case Studies; Developed Nations; Developing Nations; Economic Development; Economic Impact; *Educational Development; Educational Policy; Foreign Countries; *Human Capital; Human Resources; Job Skills; *Job Training; Labor Force; Labor Force Development; Models; *Policy Formation; Productivity; Regional Characteristics; Skilled Workers
IDENTIFIERS- *Asia (East); Hong Kong; Singapore; South Korea; Taiwan

This book provides a detailed analysis of the development of education and training systems in Asia and the relationship with the process of economic growth. Focus is on four impoverished agrarian economies--Hong Kong, Singapore, South Korea, and Taiwan--that were transformed in little more than a generation into East Asian "tigers": industrialized, comparatively affluent enclaves. Chapter 1 is an introduction. Chapter 2 examines existing theories about the part played by education and training in the growth of East Asian economies. It argues for a political economy approach and sets out the basics of a model of developmental skill formation. Chapters 3-6 provide detailed accounts of the development of education and training policy and institutions in the tigers from the period of post-war revival through to the late 1990s. The development of policy is set against the backdrop of the changing economy. Focus is on institutional mechanisms that deliver system responsiveness and sequencing of policies. Chapter 7 asks whether there is a "Four Tigers" model of skill formation and suggests that the Four Tigers conform to the framework of a developmental skills formation model. Chapter 8 examines whether the model of developmental skill formation can be applied to other developing countries. Appendixes contain a list of authorities (individuals) consulted; glossary; chapter notes; 255-item bibliography; and name and subject indexes. (YLB) faculty. This study compared attitudes toward hypothetical students who smoked cigarettes and those who did not. In addition, the impact of smoking restrictions on the smoking behaviors and feelings of the smokers were evaluated. Prevention of smoking during work and leisure experiences in smoke-free environments may increase the desire to smoke among some individuals. The prevalence of this counter-productive effect was assessed through administration of a survey to undergraduate psychology students (N=74). Results show that the perceptions of smokers are generally more negative than those of nonsmokers. Nonsmokers were nearly twice as likely to be seen as intelligent and sophisticated as smokers. While only two-thirds of the students viewed smokers as considerate, physically fit, and mature, most saw these positive traits as descriptive of nonsmokers. The majority of the smokers seem to be responsive to others' negative attitudes toward smoking. (Contains 15 references.) (MKA)

ED 444 050   CG 030 145

Hiebert, Bryan, Ed.; Bezanson, Lynne, Ed.
Making Waves: Career Development and Public Policy. International Symposium 1999 Papers, Proceedings, and Strategies (Ottawa, Ontario, Canada, May 2-4, 1999).
SPONS. AGENCY- Human Resources Development Canada, Hull (Quebec).
PUB DATE- 00
NOTE- 358p.; For individual conference papers, see CG 030 146-166.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Adult Vocational Education; *Career Development; *Career Information Systems; Demonstration Programs; Employment Counselors; Foreign Countries; Global Approach; Individual Development; *International Communication; Job Training; *Public Policy; Theory Practice Relationship; Values

People in many countries are experimenting with solutions to changes in the structure and delivery of career development services. As a result, there is vast opportunity to learn from, and be guided by, exemplary practices from other countries. The International Symposium is designed to provide such opportunities, and to give policymakers and career development professionals the opportunity to come together and discuss issues they both experience. The 1999 Symposium was organized around four themes: (1) preparation for the world of work; (2) the impact on career delivery services of information and communication technologies; (3) connecting career development and public policy with counseling process issues; and (4) the role of values, theory, and research. Proceedings begin with a framework paper developed to provide a context for career development and to help authors of country papers focus on the broad domain of career development. Papers in the next section focus on the themes of career development and public policy, and the impact of information and communication technology. This is followed by papers on career development from: Argentina, Australia, Canada, People's Republic of China, Denmark, Finland, France, Germany, Ireland, Netherlands, New Zealand, Spain, and the United Kingdom. The conclusion contains a synthesis the proceedings, along with a Statement of Intent, which can be summarized as follows: individuals will need to manage their own career development, which needs to be redefined to describe an individual's development in learning and work throughout life. This transformation has many implications for the work world and public policy, much of which is not yet understood. Since the issue of career

Elementary Secondary Education; Employed Women; Foreign Countries; *Government Role; *Labor Force Development; Minority Group Influences; National Programs; Postsecondary Education; *Public Policy
IDENTIFIERS- *United Kingdom

The Department of Education and Employment is responsible for the system of education and training in England, including careers information, education, and guidance. After the age of 16, when education is no longer compulsory, young people have a variety of choices. Training is available from private and public sector providers. Career information for young people is discharged through 66 local career services, which are organizationally independent of the education system. Guidance for adults is provided on a local level by a variety of organizations. Some employers provide advisory services, and private providers meet the needs of fee-paying clients. The main current policy issues related to career development services in England fall under the following topics: structures; quality assurance; funding; social exclusion; staff training, development, and qualifications; technology; data; and branding. The key issues which may affect public policy on career development in the future concern: trends in the labor market and how they may increase demand for career development; increase in the labor market of women, minorities, and people with disabilities; increased international mobility of labor; more accessible technology leading to more electronic interactions; and changes in public expenditure for services. (JDM)

ED 444 069 CG 030 164

Herr, Edwin L.; Gysbers, Norman C.
Career Development Services and Related Policy Issues: The U.S. Experience.
PUB DATE- 00
NOTE- 15p.; In: Making Waves: Career Development and Public Policy. International Symposium 1999 Papers, Proceedings, and Strategies (Ottawa, Ontario, Canada, May 2-4, 1999); see CG 030 145.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Vocational Education; *Career Development; Elementary Secondary Education; Federal State Relationship; Government Role; Guidelines; Higher Education; Job Training; Labor Force Development; Models; Public Education; *Public Policy
IDENTIFIERS- Americans with Disabilities Act 1990

In the United States, three levels of government (federal, state, and local) influence the nature, structure, and delivery of career guidance and counseling. Career guidance and programs are available to individuals of all ages and circumstances. Due to the different sets of guidelines at the different levels of government, the diffuse nature of career development services in the United States causes there to be no one policy on career development services. Policy is often a result of compromise between various forces committed to affecting specific outcomes. Several policy issues arise at the education level since policies are produced at the federal level and states are responsible for education. There are essentially no policies requiring career guidance in the workplace, although recent discipline plan to help with the behaviors. Following the interventions, many students showed a positive change in behavior. It was determined that cooperative learning techniques aided in the instruction of social skill lessons. The paper recommends that direct instruction of social skills be implemented as a regular part of middle school curriculum. The paper includes Appendix A, "Parent Letter," Appendix B, "Teacher Observation Checklist," Appendix C, "Expected Classroom Behaviors," Appendix D, "Student Survey," and Appendix E, "Teacher Survey." (Contains 21 references.) (JDM)

ED 444 090 CG 030 245

Chethik, Morton
Techniques of Child Therapy: Psychodynamic Strategies. Second Edition.
PUB DATE- 00
NOTE- 307p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Case Studies; *Child Psychology; *Children; *Counseling; Counselor Training; *Emotional Problems; Neurosis; Parent Child Relationship; Psychological Evaluation
IDENTIFIERS- Borderline Personality Disorder; Narcissism

This text offers clinicians and counseling students an extensive examination of the major issues in child psychotherapy with children ages 4-12. Part one begins with a review of the characteristics of the child patient and outlines the stages of psychodynamic assessment. Attention is given to the ways in which a strong case formulation can inform treatment planning and predict potential resistance to transference issues. Part two considers treatment of the parent child relationship and the therapeutic issues of working with parents. Part three investigates the major disorders of childhood, including the neurotic child, the borderline child, and the narcissistically disturbed child. Examples of interventions and therapeutic techniques to be used with each pathology are included. The process of treatment is considered in depth in the final part of the book by following step-by-step care of two clients from intake through termination. It considers the central role of play in the therapeutic process with children. (Contains 2 figures, 1 table, and 148 references.) (JDM)

ED 444 091 CG 030 247

Leon, Alexander
Counseling Children Who Have Experienced Extreme Stressors.
PUB DATE- 00
NOTE- 19p.; Paper presented at the National Research Conference of Head Start (5th, Washington, DC, June 28-July 1, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adjustment (to Environment); *Counseling; Elementary Education; *Elementary School Students; Elementary Schools; Family School Relationship; Influences; Intervention; *School Psychology; Social Support Groups; *Student Problems

This paper considers the efficacy of utilizing the elementary school community as a therapeutic support system for children who have experienced severe stressors. Schools are in an

For most adolescents, one of the joys of the teenage years is the feeling of being connected to others, not just parents. A death in the family can change that. Tragedy in the family often leaves teenagers to deal with their grief alone, as adults and younger children are given most of the attention. This book is written for teenagers and addresses their experiences with grieving. It contains lessons that other teenagers have learned from their experiences with loss and speaks of the confusion, bitterness, and resentment they feel. Most of the teenagers presented in this book have been able to rebuild their lives. The table of contents, an index, and a cross-reference system are designed to steer readers towards whatever help they need. Chapter titles include: (1) "When Life Hangs in the Balance"; (2) "When Death Comes"; (3) "Funerals, Formalities, and Farewells"; (4) "Understanding Your Grief"; (5) "Understanding Your Feelings"; (6) "On Resuming Your Life"; (7) "Why Does It Have To Be So Hard?"; (8) "Tightening the Screws"; (9) "What Does the Future Hold for Me?"; (10) "Teens and Their Secrets"; and (11) "What Friends Can Do?" (Contains 12 Web sites.) (JDM)

ED 444 112 CG 030 326

Young, Kimberly S.
Caught in the Net: How To Recognize the Signs of Internet Addiction--and a Winning Strategy for Recovery.
PUB DATE- 98
NOTE- 248p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Behavior Disorders; Behavior Modification; Behavioral Science Research; *Counseling; *Internet; Interpersonal Relationship; *Intervention; Psychological Needs; *Self Management; Time Management
IDENTIFIERS- Addiction Counseling; *Addictive Behavior

Until recently, little attention has been given to the addictive potential of the Internet. If left unchecked or unnoticed, this addiction can silently run rampant in schools, universities, offices, libraries, and homes. This book teaches how to guard against Internet overuse. It describes how, by drawing from the same criteria used to diagnosis compulsive gamblers and alcoholics, a questionnaire was given to Internet users to determine if in fact addiction was occurring. Responses from 496 users found that 80% could be categorized as addicts, launching the first research project on Internet use and addiction. Stories are presented from users to help discuss warning signs and how recovery is possible. For mental health professionals, this book can serve as a guide to assist in recognizing the addiction and treating it effectively. It will also help counselors and teachers in schools and universities become aware of Internet addiction so that they can spot it more quickly and counsel students effectively. A questionnaire is included for readers to determine if they are addicted to the Internet. Titles of chapters include: (1) "The Dark Side of Cyberspace"; (2) "Terminal Time Warp"; (3) "Profiles of On-Lineaholics"; (4) "The Faceless Community"; (5) "Cyberwidows: Victims of Terminal Love"; (6) "Parents, Kids, and a Technological Time Bomb"; (7) "Fraternities of Netheads"; (8) "No Work Today, Everybody's Gone Surfin'"; and (9) "Staying on Track." (Contains endnotes and 61 references.) (JDM)

DESCRIPTORS- *Background; Disadvantaged Schools; *Educational
  Research; Elementary Secondary Education; Foreign Countries;
  *Language Usage; *Literacy; *Teacher Attitudes
IDENTIFIERS- Australia; Constructs; *Students as Subjects; *Word
  Choice

In educational research the problem of student description is eternal. On what basis do researchers make decisions about aspects of students' material lives to count as data, interpretive categories, contextual information, results? This paper focuses specifically on the problem of "background" in researching the student subject. The paper argues that young people's life-worlds and experiences are by no means "background" in their access to and take up of educational provision and school literacies, and that indeed there is a substantial case to be made in foregrounding student and school differences as research is conducted about new literate practices in new times. While "background" is used across research paradigms and approaches, the paper argues that the word (with its attendant abstract adjectives) may unleash powerful, at time dangerous, effects in educational sites, and that it is increasingly problematic in terms of what it implies about students' (and teachers') lifeworlds and subjectivities. The paper aims to open up a discussion about a specific discursive practice--the use of "background"--and to consider its effects in actual sites and to explore possible alternatives. Through an analysis of teachers' descriptions of their students, it discusses the limits and the dangers of employing "background" as a construct in these times, and it turns briefly to recent and current "naming" dilemmas to be faced in working with teachers and students in schools serving poor communities. (Contains 8 notes and 37 references.) (NKA)

ED 444 134   CS 014 080

Comber, Barbara
The Construction of Literate Cultures in Disadvantaged Schools:
  Teachers' Work, Children's Work.
PUB DATE- 93
NOTE- 38p.; Paper presented at the International Australian
  Reading Association Conference (Melbourne, Australia, July 5-9,
  1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference
  Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Communication; Classroom Techniques;
  *Disadvantaged Schools; *Discourse Communities; Educational
  Research; Elementary Education; Foreign Countries; *Literacy;
  Naturalistic Observation; *School Culture; *Teacher Role
IDENTIFIERS- Australia; *Teaching Perspectives

Recent debates focus on literacy curriculum as if it is separate from teachers' other work, almost at times as if teachers and their contexts are irrelevant to what is the most appropriate literacy pedagogy. Perhaps learning to read and write is not hard work, but teaching is, no matter which theoretical orientation about literacy is adhered to. The multiplicities of other functions that teachers enact leave them positioned in contradictory ways against their imagined ideal literacy classroom. These contradictions sent one researcher into disadvantaged schools to talk with and observe teachers at work. This paper is a first exploration of these investigations in one school. The paper considers, through the stories and classroom discourse of teachers and their students, the question: What kinds of literate cultures do teachers construct

(NKA)

ED 444 154 CS 217 198

Ostrowski, Steven
How English Is Taught and Learned in Four Exemplary Middle and High School Classrooms. CELA Research Report.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 52p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Classroom Research; *Demonstration Programs; *English Instruction; *English Teachers; High Schools; Middle Schools; *Teacher Attitudes; Teacher Behavior; *Teacher Role
IDENTIFIERS- Dade County Public Schools FL; Educational Issues; Teaching Research

To examine the forms that English instruction takes in programs identified as exemplary, a 2-year study was conducted of the working lives of four English/language arts teachers in two schools in Dade County, Florida. The four teachers and the two schools in which they work were identified as "exemplary" by national education leaders, state education officials, and local district leaders. Data were generated by attending the teachers' classes, audiotaping them, and taking copious field notes. Issues such as the following were explored: what the teachers' professional and personal networks were; where they got their ideas for lessons; whether and how they refined these ideas and adjusted them to the needs of their students; how they determined these students' individual needs; what they thought was important for their students to learn in English class; how they taught both literature and writing; how they prepared students for standardized tests; how they assessed, formally and informally, student work; how they interacted with colleagues; how they were affected by being in schools affiliated with the Coalition of Essential Schools; how they changed as educators over time; and where they thought they were going as educators. Findings suggest that the four teachers see it as their mandate to provide a rich array of literacy-related activities and experiences in their students--activities/experiences that revolve around wide reading, wide writing, expansive and prolonged thinking and problem solving, and ample opportunities for conversing about and presenting what they are learning to faculty as well as to one another. (Contains 13 references. An appendix describes participating schools.) (NKA)

ED 444 155 CS 217 199

Holt-Reynolds, Diane
Prospective Teachers as Learners: Intellectual Development and Learning To Teach.
PUB DATE- 00
NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *English Teacher Education; Higher

space. It concludes that whatever else is done pedagogically with the new technologies, the aim should be to integrate them into informed practices of critical social literacy. (Contains 29 references.) (HKA)

ED 444 174 CS 217 224

Jankiewicz, Henry
The Dialogic Instructor: Co-Teaching across the Disciplines.
PUB DATE- 99
NOTE- 15p.; Expanded version of a paper presented at the Annual Meeting of the Conference on College Composition and Communication (50th, Atlanta, GA, March 24-27, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Course Descriptions; Course Objectives; *Group Discussion; Higher Education; Interdisciplinary Approach; *Psychology; *Teacher Collaboration; *Team Teaching; *Writing Across the Curriculum
IDENTIFIERS- *Dialogic Education; Syracuse University NY

This paper explains that an interdepartmental writing across the curriculum course at Syracuse University was developed and proposed by a writing teacher and a professor of experimental psychology and psychopharmacology. The paper states that the course, Perspectives on Drug Experience, was to be offered in both writing and psychology and sought to involve students in discussion, argument, and discovery, incorporating writing as a vehicle for exploration, intellectual development, and the sharing of knowledge. It lays out the course in four units: (1) Reading, Discussing, Responding; (2) The Science of Drug Action; (3) Drug Users; and (4) Policy Debates. The paper relates that the course featured as its centerpiece dialogue over texts, problems, and issues and that an open discussion format took the participants through territory that a content course using writing-to-learn is unlikely to tread. It presents a discussion of some of the factors built into this environment, which seem to have been productive--they center around three themes: the diffusion of authority, the significant positioning of a rhetorical perspective, and the discussion forum as a collective setting. (Contains 6 notes and 13 references. Includes an attachment, "Ethos and the Play of Knowledge.") (HKA)

ED 444 175 CS 217 225

Ideas Plus: A Collection of Practical Teaching Ideas. Book Eighteen.
PUB DATE- 00
NOTE- 98p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Class Activities; *Classroom Techniques; Elementary Secondary Education; Higher Education; Instructional Effectiveness; Instructional Innovation; Learning Activities; *Literature Appreciation; *Writing Instruction
IDENTIFIERS- *Ideas; National Council of Teachers of English

The ideas collected in this 18th book of "Ideas Plus" come from two sources: ideas submitted at an Idea Exchange session at the National Council of Teachers of English (NCTE) annual convention or spring conference; and contributions by readers classroom action. Classroom talk is typically dominated by triadic dialogue or an I-R-E (Initiate-Response-Evaluation) pattern of talk noted in the literature as consistent across grades and subjects. Studies seem to indicate that teachers utilize traditional forms of talk, even though they know about, and have been trained in the use of, alternative forms. This paper offers some analysis of a group of teachers in South Australian schools who participated in a research project in which they studied classroom talk--the paper's researcher developed a meta-analysis of the kind of curriculum and pedagogy the teachers were practicing. The paper explains that the researcher's analysis was critiqued by the teachers who approved its general direction. The paper discusses in turn, in two sections, the different factors teachers considered and the discourses that appeared to be constituting teachers' decision making. It finds that this analysis also revealed the complexity involved in changing classroom practices in relation to talk. (NKA)

ED 444 195 CS 510 371

Li, Mingsheng
Discourse and Culture of Learning--Communication Challenges.
PUB DATE- 99
NOTE- 20p.; Paper presented at the Joint Meeting of the Australian Association for Research in Education/New Zealand Association for Research in Education (Melbourne, Victoria, Australia, November 29-December 3, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Communication Problems; Communication Research; *Cultural Differences; Foreign Countries; Higher Education; Interpersonal Communication; *Second Language Learning; *Student Attitudes; *Teacher Attitudes; *Teacher Student Relationship
IDENTIFIERS- China

It has been widely acknowledged in language acquisition research that cultural learning is an inseparable part of language learning. However, insufficient attention has been paid to the culture of classroom learning which involves both teachers' and learners' cultural values, beliefs, roles, expectations, and conceptions of teaching and learning. Communication challenges become obvious when teaching methodologies developed in one educational context are exported to another educational context. This paper reports on the findings from a case study conducted in 1997 in the People's Republic of China where pedagogical communication conflicts between English native speaking teachers and Chinese university English language majors became acute. The paper focuses on the problematic area--the discourse of participation that was highly valued, promulgated and practiced by native speakers teaching English in China. It will point out some of the discrepancies between this discourse and the Chinese culture of learning. In transplanting Western educational models to Chinese classrooms, participants did not sufficiently acknowledge the cultural distance between these models and the Chinese local sociocultural and educational realities. The discourse of participation was strongly resisted by Chinese students, and teaching by native speakers often failed to achieve the desired results. In spite of the "good" intentions on the part of both native teachers and Chinese students, there existed a vast gulf however, principals are seen as managers rather than as directors of an instructional program. To understand these differences, 25 Japanese principals were interviewed. All of them emphasized the organizational facets of their positions over the educational responsibilities. The Japanese principal is more of a coordinator than a leader, whose primary responsibility is to maintain school harmony and ensure that the institution runs smoothly. Therefore, conflict avoidance ranks high on the principal's agenda so they do not press people to improve their performance or to reach specific professional goals. It is believed that if the principal creates a harmonious environment for teaching and learning, members of the community will naturally achieve excellence. Furthermore, the principal's location at the sideline creates a space for teachers to develop and publicly demonstrate their professional expertise, while encouraging faculty members to develop strong bonds with their teaching colleagues. (Contains 37 references.) (RJM)

ED 444 218   EA 030 504

Rudo, Zena H.
School-Based Collaborative Teams: Evaluating Process and Student Outcomes.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 00
NOTE- 32p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, Louisiana, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Decentralization; Decision Making; Educational Administration; Educational Change; Elementary Secondary Education; *Partnerships in Education; *Program Evaluation; *School Based Management; School Organization; School Restructuring

This paper discusses the Collaborative Action Team (CAT) process, which was initiated by the U.S. Department of Education, and which encourages the development of partnerships among families, community members, school personnel, and students in communities with histories of ongoing and underserved needs. CAT is based on a set of core principles and includes four stages of team development: Team Identification, Team Mobilization, Project Development, and Project Implementation. The core principles are representative membership, shared leadership, consensus decision-making, and action focus. The article focuses on whether collaborative partnerships among the school, home, and community can be developed and sustained as a result of the CAT process. CAT participants from Arkansas, Louisiana, New Mexico, Oklahoma, and Texas were included in the study. The findings show that over 90 percent of the sites under review had completed the majority of activities in the first stage of the CAT process. Teams were comprised of representatives from the home, school, and community, though family members other than a parent, teachers, higher education staff, and civic organizational personnel were less likely to be a member of the CAT. Overall, the results show that the development of school-based collaborative efforts is a time intensive, multifaceted endeavor. (Contains 16 references and a table that includes demographic information.) (RJM)

ED 444 219   EA 030 505

Educational Administration; Elementary Secondary Education;
*Guidelines; *Instructional Leadership; *Leadership Training;
*Principals
IDENTIFIERS- New York City Board of Education

This booklet describes the rationale, design, and structure for conferences organized for school principals. Drawing on the experiences of New York City's Community School District 2, it describes standards-based professional development for school leaders. It opens with a description of the District Network for Standards-Based Reform--a project that provided four new superintendents with the example of District 2--and the instruction and support needed to host effective leadership conferences. Examples of effective activities from these districts' leadership conferences are used throughout the paper. It discusses the research-based structure of the effective standards-based leadership conference and focuses on the particular behaviors that the superintendent should be modeling during his or her design and presentation of leadership conferences. Subsections on each of those components address such topics as setting and communicating clear expectations, helping all leaders to be learners, engaging conference participants as active and cooperative learners, going to where the most informing work is being done, focusing on instruction and learning from the experts, engaging in and demanding accountable talk, and saving the administrative items for last. The paper closes with a brief conclusion that emphasizes the importance of clear expectations, communicating these expectations to principals, and focusing on instruction and standards. (Contains 11 endnotes.) (RJM)

ED 444 238   EA 030 554

Lubienski, Chris
Redefining "Public" Education: Charter Schools, Common Schools, and the Rhetoric of Reform.
PUB DATE- 00
NOTE- 38p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, Louisiana, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Charter Schools; Definitions; Educational Policy; Elementary Secondary Education; Nontraditional Education; *Public Education; *Public Schools; School Choice
IDENTIFIERS- Mann (Horace); *Michigan

This paper examines various claims made by charter-school advocates that charter schools are publicly funded, open to all, are chartered by public entities, and thus are a form of public schooling. It addresses this subject by comparing the rhetoric of Michigan's charter-school reformers with that of the common-school reformers of the 19th century, particularly Horace Mann. The analysis finds conflicting definitions of what constitutes public schooling. Whereas both types of reform support tax-funded schools and open access, the common-school reformers emphasized political-democratic forms of control. Charter-school advocates actively challenge such control and claim that market mechanisms of consumer choice and competition among providers are the primary means of authority. Furthermore, proponents of charter schools seek to "redefine" popular conceptions of what constitutes public and private education. In doing so, they frame education principally as a designed and administered, with an evaluation phase, professional intervention by the counselor and administrator, and assignment requirements, ISS programs can go beyond mere eviction to accomplish something positive on behalf of students. ISS programs accomplish everything that OSS programs do--they remove the troublemaker from the class, but do not reward the student for bad behavior with a vacation from school. (Contains 41 references.) (DFR)

ED 444 258   EA 030 581

Supply and Demand for Education Staff.
PUB DATE- 99
NOTE- 48p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; Government Publications; *Personnel Selection; Public Schools; *Staff Development; *Teacher Employment; *Teacher Recruitment; Teacher Retirement; *Teacher Student Ratio; *Teacher Supply and Demand
IDENTIFIERS- Illinois State Board of Education

This report provides an overview of educator supply and demand, educator under/oversupply, projected areas of greatest demand and need, and information regarding retirement of teachers in Illinois. Major findings include the following: there appears to be a sufficient number of qualified teachers, yet there are still a number of unfilled positions that vary dramatically among regions. The population of Illinois teachers is aging, and the projected number of teachers reaching retirement age is expected to double over the next 5 years. In terms of number of jobs, the top four projected areas of high demand in Chicago are self-contained classrooms, Title I remedial reading, learning disabled, and cross-categorical. The top five projected areas of high demand for downstate school districts are self-contained classrooms, learning disabled, behavior disordered, speech and language impaired, and physical education. When the reserve pool is taken into consideration, undersupply for specifically trained teachers exists in early childhood special education, gifted education, and languages other than English. An oversupply of educators exists in self-contained classrooms and social science. Appendices list educational personnel by main position, 1998-99 supply by teaching assignment, and 1998-99 supply and demand by teaching assignment. (DFR)

ED 444 259   EA 030 582

The Immunization Status of School-Age Children in Illinois for the 1998-99 School Year.
PUB DATE- 99
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; Government Publications; *Health Programs; *Immunization Programs; *Private Schools; *Public Schools; *School Statistics; Tables (Data)
IDENTIFIERS- Illinois State Board of Education

Immunization data are collected annually from Illinois public and nonpublic schools. This report is a compilation of the data on

A Guide to the Individualized Education Program.
PUB DATE- 00
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Compliance (Legal); *Disabilities; Due Process; *Educational Legislation; Elementary Secondary Education; Federal Legislation; Federal Regulation; *Individualized Education Programs; *Special Education
IDENTIFIERS- *Individuals with Disabilities Educ Act Amend 1997

This guide explains the process of developing an Individualized Education Program (IEP) for a student with disabilities and is based on requirements of the original Individuals with Disabilities Education Act (IDEA) and the amended Individuals with Disabilities Education Act of 1997. Following an introduction, the first section outlines the 10-step basic special education process under IDEA from child identification through evaluation, eligibility determination, IEP development, service provision, annual review, and re-evaluation. The second section offers a closer look at the IEP with information on: contents of the IEP, additional state and school-system content, the IEP team members, writing the IEP, deciding placement, after the IEP is written, implementing the IEP, reviewing and revising the IEP, and guidelines for situations in which parents don't agree with the IEP. Attached are a sample IEP form, a list of information resources, and the federal regulations for IEPs. (DB)

ED 444 280 EC 307 969

Markowitz, Joy
Braille Instruction. Quick Turn Around (QTA) Forum.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 00
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Blindness; *Braille; *Data Collection; Educational Legislation; Elementary Secondary Education; Evaluation Methods; Federal Legislation; National Surveys; *Special Education Teachers; State Departments of Education; Student Evaluation; Teacher Certification; Visual Impairments
IDENTIFIERS- *Individuals with Disabilities Educ Act Amend 1997

This brief paper summarizes data from a survey of state education agencies (SEAs) on changes related to Braille instruction since the passage of the 1997 amendments to the Individuals with Disabilities Education Act (IDEA). Major findings from analyses of the 44 responding agencies include the following: (1) 25 SEAs have counts of the number of students served under IDEA receiving Braille instruction, although these counts are taken in different ways and may or may not include students at the state school for the blind; (2) 11 of the responding SEAs have policies, procedures, or guidelines for evaluating a student's need for Braille instruction; (3) in 26 of the responding states, valid certification in the area of visual impairment qualifies a teacher to provide instruction in Braille, but only 14 states require specific Braille competency; and (4) 29 responding states have a count of the number of personnel who decisions of impartial hearing officers (IHOs), state level reviews, and federal complaints officers. An index is provided which lists the decisions by key topics. The full text of each decision is preceded by a case summary that includes a listing of key topics, a statement of the issues, and the decision. Decisions are presented in approximately chronological order, and different color tabs identify decisions of due process hearings, state level reviews, and federal complaints. The issues addressed by the decisions include the following: compensatory services, confidentiality, eligibility, evaluation, extended school year, extra curricular activities, free appropriate public education, home-based education/home-schooling, individual education plan (IEP) development and implementation, jurisdiction of the IHO decision, least restrictive environment, manifestation determination, modifications/accommodations, paraprofessional support, related services, safe environment, school of choice, Section 504, special education referral, statute of limitations, stay-put provision, suspension/expulsion, transition, and transportation. (DB)

ED 444 299   EC 307 989

Reale, Robin
Program Design for a Community-Based Literacy Program for Adults with Mental Retardation.
PUB DATE- 99
NOTE- 15p.; Paper presented at the Annual Meeting of the American Association on Mental Retardation (New Orleans, LA, May 24-28, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Basic Education; *Adult Literacy; *Adult Reading Programs; Functional Literacy; Instructional Effectiveness; *Literacy Education; *Mental Retardation; Student Evaluation; *Teaching Methods; Test Validity
IDENTIFIERS- *Massachusetts (Boston)

This brief paper describes a literacy program for adults with mental retardation in the Boston metropolitan region developed when more than 300 individuals formally requested literacy services. Several cognitive and literacy assessments were reviewed and implemented. No one assessment was found to be sufficient to assess ranges from pre-literacy to high school. The Brigance and Diagnostic Assessment of Reading (DAR) were found to be the most helpful in determining literacy level, learning style, and type of instruction. The most successful instructional approach included a combination of phonics and whole language. The single most significant variable in reading success was learning across settings more than once a week. Learners who received literacy help at home or at work in addition to classroom group instruction showed the most improvement in word meaning. Program participants gained from .5 to 2.5 grade levels in one year of instruction. It was concluded that adults with mental retardation have the greatest reading success when they follow the same steps in reading development as adults in community-based adult education programs. (Contains 20 references.) (DB)

ED 444 300   EC 307 990

George, Paula

*Disabilities; Educational Planning; Elementary Secondary Education; Guidelines; *Individualized Education Programs; Meetings; *Parent Participation; Parent Rights; *Records (Forms); *Student Educational Objectives; Student Evaluation; Student Needs; Student Placement; Transitional Programs
IDENTIFIERS- *Minnesota

This booklet is intended to facilitate the full participation of Minnesota parents of children with disabilities in the Individualized Education Program (IEP) process. The booklet begins with a brief discussion of what an IEP is, when IEPs must be in effect, IEP meetings, the IEP team, and parent participation. It next stresses the necessity of the IEP team considering four areas: (1) the child's strengths, (2) parental concerns regarding the child's education, (3) results of the most recent evaluation, and (4) certain special factors. The guide then details requirements of the IEP form with sections for: general information, present levels of educational performance and educational needs, transition planning, statement of measurable annual goals, progress reporting, special education and related services, adaptations in general and special education, least restrictive environment justification, Minnesota accountability testing, transfer of rights at age of majority, and extended school year. The booklet also covers requirements for parent action and IEP accountability. An appendix includes definitions, a sample IEP state-recommended form, a transition grid, a listing of special factors in IEP development, a state list of adaptations, a high school Profile of Learning Chart for IEP planning, and information about the Pacer Center. (DB)

ED 444 319   EC 308 010

Moore, Lorraine O.
Inclusion: A Practical Guide for Parents. Tools To Enhance Your Child's Success in Learning. Second Edition .
PUB DATE- 00
NOTE- 155p.; For first edition, see ED 402 719.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Disabilities; Educational Environment; Elementary Secondary Education; Family Environment; Homework; *Inclusive Schools; *Learning Problems; Learning Processes; *Parent Participation; *Parent School Relationship; *Parent Student Relationship; Parent Teacher Cooperation; Parents as Teachers; Recordkeeping; Records (Forms); Student Evaluation

This book offers guidance for parents of children with disabilities who are being educated in inclusive settings. It provides background information on how children learn and the specific difficulties experienced by children with learning problems. It suggests strategies for creating better learning environments at home and at school and for helping with reading, math, and writing skills. The book informs parents about ways to measure a child's learning progress through formal ways (standardized tests, report cards) and informal ways (teacher observation, assessment of daily work, and projects.) Individual chapters cover the following topics: (1) inclusive education as a shared responsibility of home and school; (2) principles of collaboration; (3) reasons for learning difficulties (including specific difficulties of students with various mental, emotional, or physical materials. (Contains 62 references.) (GR)

ED 444 340 EF 005 745

The Newark Public Schools Five-Year Facilities Management Plan. Summary Report.
PUB DATE- 99
NOTE- 355p.; Document prepared by the Hillier Group Architects, Princeton, New Jersey.
LANGUAGE- English
EDRS Price- MF01/PC15 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Facilities Improvement; *Educational Facilities Planning; Elementary Secondary Education; Public Schools; *Space Utilization
IDENTIFIERS- *Facility Management; *Newark School System NJ

This report summarizes the Newark Public Schools Facilities Management Plan that describes the process by which the district assesses projected enrollments and program space needs to support the Core Curriculum Content standards; determines space deficiencies; and analyzes corrective options. The document presents district and plan overviews as well as data collected from the five School Leadership Teams (SLTs) that examined school space issues within different geographical regions in the district. Each SLT report includes a summary of existing conditions, physical space analyses and deficiencies, facility operations costs, and deficiency and correction budgets for each school on an item-by-item basis. (GR)

ED 444 341 EF 005 746

Reilly, James
Projecting Costs for School Buildings under Various Growth Scenarios. OSP Technical Reference Document.
PUB DATE- 90
NOTE- 21p.; Appendices are not included with the electronic version. Cover page varies.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cost Estimates; *Educational Facilities Improvement; Elementary Secondary Education; *Enrollment; *Public Schools; School Construction
IDENTIFIERS- *New Jersey

A model is presented (part of a larger model for estimating the fiscal impacts associated with growth scenarios) for estimating the cost of new school buildings required by alternative land development plans. A description of the model is presented, along with its equations, and followed by a discussion of the extensions, enhancements, and applications of the Fiscal Impact Model. Appendices provide the organization of the New Jersey School Districts 1984-85, questionnaires used to obtain enrollment and capacity data, public school enrollment by county for 1980, and table of enrollment and capacity by district for 1989-90. (GR)

ED 444 342 EF 005 747

From the Ground Up: A Handbook for Organizing for Capital Improvements to Your Public Schools.
SPONS. AGENCY- Joyce Foundation, Chicago, IL.
PUB DATE- 00

Programs; *Teacher Student Relationship; Teaching Methods; World Wide Web
IDENTIFIERS- *Aston University (England); *Online Courses

Developments in information technology have made online teacher training and development a practical proposition, but raise questions about the relationship between trainer and novice teacher at a distance. This case study of a pilot 10-week online course explores aspects of that relationship and considers future implications of this form of teacher training. This paper describes in detail an online teacher training certificate program offered at a British university for native and non-native English speakers anywhere in the world. Issues of course validity, assessment, suitability, and cultural sensitivity are examined. Wider issues concerning online teacher education are also considered. It is concluded that the technical and practical difficulties of face-to-face distance education are receding at a rapid rate. (Contains 17 references.) (KFT)

ED 444 363   FL 026 354

Panferov, Suzanne
One Immigrant Student's Literacy Journey to the University.
PUB DATE- 00
NOTE- 18p.; Paper presented at the Annual Meeting of Teachers of English to Speakers of Other Languages (Vancouver, BC, Canada, March 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; Communicative Competence (Languages); English for Special Purposes; *English (Second Language); Higher Education; *Immigrants; Language Minorities; Limited English Speaking; *Literacy; Refugees; Second Language Instruction; Second Language Learning
IDENTIFIERS- Academic Language; Chinese People; Content Area Teaching

There are growing numbers of students enrolling in university-level English-as-a-Second-Language (ESL) courses who are not international students but are products of American K-12 bilingual education programs. These immigrant or refugee ESL learners are not required to demonstrate a specified level of English language competence by scoring 500 or higher on the Test of English as a Foreign Language (TOEFL); their American high school diplomas are considered proof enough of English language competence. There is reason to believe that the needs of and level of proficiency of these students are different from the typical international student, but there is little empirical data. This paper is an attempt to draw a clearer picture of one immigrant learner's English literacy development ("Jeng-Da," a Chinese immigrant) and his initiation into the university. It is hoped that his experiences will shed some light on the curriculum needs of the growing numbers of immigrant ESL students at American universities. It is concluded that L2 language proficiency should be measured for immigrants in a way comparable to that which is done for international students; strategies for academic achievement should be explicitly taught to provide a sort of scaffolding during the transition from survival to academic English; and instructors should be made aware of the likely enormous familial and societal demands on immigrant students, pressures that international students are less likely to face. (KFT)

Theory; Second Language Instruction; Second Language Learning; Sociolinguistics; Teaching Methods

This paper presents a very comprehensive overview of the communicative language teaching (CLT) approach, presenting the views of critics as well as supporters. CLT views language as a vehicle for communication, and it recognizes as its aim the teaching of communicative competence, which includes grammatical, sociolinguistic, discourse, and strategic competence. In communicative classrooms, the teacher's role is that of facilitator, while students become communicators. Practical ideas and suggestions are offered for applying this approach. The paper is divided into 3 parts: approach, design, and procedure. Part 1 includes a discussion of a theory of language teaching and learning (including teaching grammatical, sociolinguistic, and communicative competence). Also included are discussions of authentic classroom practice, the nature of the language classroom, the information gap, criteria for selecting activities, the use of the native language, and being eclectic. Part 2 discusses weak and strong versions of communicative language teaching (according to Howatt, Ellis, and Holliday), course syllabi, teaching materials, and the teacher and student roles as communicators. Part 3, focusing on teaching procedure, discusses strong and weak CLT procedures and engages the research of Finocchiaro, Brumfit, Littlewood, and Rivers. Extensive scholarly references appear throughout. (Contains 47 references.) (KFT)

ED 444 383   FL 026 375

Hall, Joan Kelly, Ed.; Eggington, William G., Ed.
The Sociopolitics of English Language Teaching. Bilingual Education and Bilingualism 21.
PUB DATE- 00
NOTE- 265p.; United Kingdom address: Multilingual Matters, Frankfurt Lodge, Clevedon Hall, Victoria Road, Clevedon BX 21 7HH, England.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Academic Achievement; *Bilingual Education Programs; Elementary Secondary Education; English Only Movement; *English (Second Language); Ethnic Groups; Higher Education; Knowledge Base for Teaching; Language Minorities; Language Teachers; Language Tests; Language Variation; Limited English Speaking; *Politics of Education; Public Policy; Second Language Instruction; Second Language Learning; Sociolinguistics; Teacher Education

Chapters in this volume include the following: "Policy and Ideology in the Spread of English" (James W. Tollefson); "Linguistic Human Rights and Teachers of English" (Tove Skutnabb-Kangas); "Official English and Bilingual Education: The Controversy over Language Pluralism in U.S. Society" (Susan J. Dicker); "Non-Native Varieties and the Sociopolitics of English Proficiency Assessment" (Peter H. Lowenberg); "The Social Politics and the Cultural Politics of Language Classrooms" (Alastair Pennycook); "Educational Malpractice and the Miseducation of Language Minority Students" (John Baugh); "Transforming the Politics of Schooling in the U.S.: A Model for Successful Academic Achievement for Language Minority Students" (Shelley Wong); "Creating Participatory Learning Communities: Paradoxes and Possibilities" (Elsa R. Auerbach); "Exploring the Spiritual Moral Dimensions of Teachers' Classroom Language Policies" (Ramona M. Cutri); "Disciplinary Knowledge as a Foundation for Teacher Preparation" (William

This report provides enrollment trend information for public four-year colleges and universities for the period fall 1990 through fall 1997. Several trends are highlighted: during this period, total enrollment fell 0.5 percent to 5.77 million students; enrollment of racial/ethnic minorities rose 24.5 percent; white enrollment fell 10.8 percent. The number of men enrolled fell 7.2 percent, while the number of women enrolled fell 0.1 percent. Geographical analysis showed increased enrollment in the Southeast, Southwest, and Rocky Mountain states, and the sharpest decreases in enrollment in New England and the Plains states. Also discussed is the impact on enrollment of policy developments, demographic factors, enrollment patterns, affirmative action efforts at the national and state level, and key judicial decisions. Presentation of the data throughout the document is separated according to institutional membership in either the American Association of State Colleges and Universities (AASCU; n=425) or the National Association of State Universities and Land-Grant Colleges (NASUC; n=200). Two appendixes present total enrollment figures for AASCU and NASUC colleges and universities for fall 1990 and fall 1997. (RAB)

ED 444 403 HE 032 942

Returning to Our Roots: Toward a Coherent Campus Culture. Fifth Report. An Open Letter to the Presidents and Chancellors of State Universities and Land-Grant Colleges.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, MI.
PUB DATE- 00
NOTE- 59p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *College Administration; College Athletics; Educational Assessment; Educational Change; Educational Environment; Educational Philosophy; Higher Education; *Institutional Evaluation; Institutional Mission; *Land Grant Universities; Learning; Organizational Effectiveness; Organizational Objectives; *Public Colleges; Scholarship; State Colleges; *State Universities; Tenure

This open letter to the presidents and chancellors of state universities and land-grant colleges addresses institutional culture and organization, arguing that large public universities must be rebalanced and reintegrated if they are to fulfill their public responsibility in the future. An Executive Summary provides some historical background, as well as a brief discussion of the university as community, and then summarizes eight key strategies for restoring institutional cohesion: (1) start with values and a mission; (2) foster institutional coherence; (3) reinvigorate academic governance; (4) develop administrative leadership; (5) redefine the nature of acceptable scholarly work; (6)reinforce the integrity of tenure; (7) align athletics and academics; and (8) end with values: put learning first. The three following chapters focus on: campus culture (the knowledge explosion, governance and mission, and the challenge of comprehensiveness); the many cultures of the university (academic, student, administrative, athletic, and values); and organization, including discussion of the key strategies suggested for reintegrating and rebalancing the public university. (RAB)

ED 444 404 HE 032 943

Immerwahr, John

positive and negative effects: women have benefited from more athletic participation opportunities and more equitable facilities, but a major area of concern involves equality of salaries. A final section of the paper reviews the role that mentors play in women's career development. The paper also offers work shadowing and a sense of humor as factors that can help women advance in their careers. (Contains 30 references.) (CH)

ED 444 422   HE 033 156

Johnson, Barbara J.
Improving Faculty Socialization: Influences and Barriers and Historically Black Colleges and Universities.
PUB DATE- 00
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Black Colleges; College Environment; *College Faculty; Faculty College Relationship; Faculty Integration; *Faculty Promotion; *Faculty Workload; Higher Education; Institutional Characteristics; Institutional Environment; Intergroup Relations; Minority Groups; Professional Training; Social Environment; *Social Integration; *Socialization; Tenure
IDENTIFIERS- *African Americans; Career Barriers

This study assesses the process of faculty socialization at historically black colleges and universities (HBCUs), asking how faculty at these institutions perceive their socialization experiences, what kinds of institutional characteristics affect faculty socialization, and what are the major barriers to promotion and tenure faced by African Americans at HBCUs. Interviews were conducted with 17 respondents selected from 4 institutions of varying size, location, type, and funding source. Qualitative analysis of the data revealed several common themes: (1) faculty believe that clear institutional values and expectations are important factors in the socialization process; (2) faculty also perceived that one barrier in the socialization experience was senior faculty not showing new faculty the ropes of the institution; and (3) faculty also identified heavy workloads as a major barrier in the promotion and tenure process. (Contains 32 references.) (HKA)

ED 444 423   HE 033 157

Rothenberg, Julia Johnson; Holland, Errol
Principles of Pedagogy in Teaching in a Diverse Medical School: The University of Capetown South Africa Medical School.
PUB DATE- 00
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Persistence; Cooperative Programs; *Diversity (Student); *Educationally Disadvantaged; Exchange Programs; Foreign Countries; High Risk Students; Higher

industry and to train employees with low language, literacy, and numeracy skills more effectively and efficiently. It is intended for trainers who do some on-the-job skills training but for whom training is not the main part of their job. The kit is divided into three sections. Section 1 has three parts that provide strategies and information for before starting training, while training, and when assessing. Section 2 presents six case studies designed to stimulate discussion and ideas on ways to make training and communication in the multicultural workplace more effective and more accessible. The questions for each case study are intended to assist trainers to plan and conduct workshops. Some responses and strategies for improving communication are suggested. Section 3 contains these appendixes: a list of nine organizations which can provide information on workplace skills training; a list of suggested courses for language, literacy, and numeracy; a list of nine bookshops for language, literacy, and numeracy books; and an annotated list of eight books, videos, and CD-ROMs. (YLB)

ED 443 944 CE 078 330

Patterson, Sue
Made to Measure: Language, Literacy and Numeracy in TCF Textile, Clothing, and Footwear Industry Training. A Guide for Workplace Trainers.
SPONS. AGENCY- New South Wales Board of Vocational Education and Training, Sydney (Australia).; Australian National Training Authority, Brisbane.
PUB DATE- 96
NOTE- 92p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; Case Studies; *Clothing; Cross Cultural Training; Developed Nations; *Fashion Industry; Foreign Countries; Inplant Programs; Instructional Materials; Job Training; Language Skills; *Literacy Education; *Numeracy; On the Job Training; Teaching Methods; *Textiles Instruction; Vocational Education; *Workplace Literacy
IDENTIFIERS- *Australia; Shoes

This guide is designed to help workplace trainers in the textile, clothing, and footwear (TCF) industry to become more aware of the language, literacy, and numeracy demands of training. It is divided into two main sections. Section 1, "Background Information," covers understanding language, literacy, and numeracy; understanding training in the TCF industry; and identifying language, literacy, and numeracy skills. Section 2, "Strategies for Trainers," addresses preparing for training; delivering training--catering for different needs and developing language, literacy, and numeracy skills; and assessing trainees. Each of these sections is divided into parts that contain information and/or strategies for trainers to use and examples from trainers and others in the TCF industry. Appendixes include a list of 19 organizations which can provide information on workplace training; a list of suggested courses for language, literacy, and numeracy; an annotated list of 11 language, literacy, and numeracy resources; and a list of 9 bookshops. (YLB)

ED 443 945 CE 078 331

processes as a requisite part of mentoring. Chapter 8 discusses personal development for the mentor through an exploration of reflection, renewal, and regeneration. Appendixes include tools and guidelines for administrators and supervisors of mentoring programs; an annotated list of 23 resources by chapter; 73 references; and index. (YLB)

ED 443 963 CE 080 509

Twining, John
Vocational Education and Training in the United Kingdom. 2nd Edition.
PUB DATE- 99
NOTE- 156p.; Colored tables may not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; Developed Nations; Educational Certificates; *Educational Development; *Educational Finance; *Educational History; Educational Research; Foreign Countries; *Job Training; Labor Force Development; Labor Needs; Postsecondary Education; Secondary Education; Student Certification; Teacher Education; *Vocational Education
IDENTIFIERS- *United Kingdom

This monograph, which describes the vocational education and training (VET) system in the United Kingdom, is a step towards updating and extending the series on VET in the member states of the European Community. Chapter 1 provides background information on: political and administrative structure; population; the economy and labor force; educational levels of the population and labor force; and employment and skill needs. Chapter 2 describes briefly the education system and its development, including the education departments, local authorities, secondary education, higher education, teacher training, and educational research. Chapter 3 covers the VET system's historical development, common elements for initial and continuing VET, initial VET, and continuing VET. Chapter 4 presents the regulatory framework. It discusses administrative and regulatory arrangements and financial arrangements. Chapter 5 covers qualitative aspects, including certification and the qualifications and training of trainers. Chapter 6 focuses on: social and economic trends and a change of government. Annexes include a list of acronyms and sets of initials; major organizations involved in providing or regulating vocational training; a 37-item bibliography; glossary; and further proposed changes to the VET infrastructure. (YLB)

ED 443 964 CE 080 512

Stasz, Cathleen
Assessing the Quality of Vocational Education in High Schools. NAVE Design Papers.
PUB DATE- 99
NOTE- 9p.; Paper presented at the Independent Advisory Panel Meeting, National Assessment of Vocational Education (May 6-7, 1999). For related NAVE Design papers, see CE 080 513-516.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Educational Assessment; *Educational Improvement; *Educational Quality; Educational Research; High

LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Certification; Competency Based Education; Continuing Education; *Delivery Systems; Developed Nations; *Educational Finance; Employment Qualifications; *Enrollment; Foreign Countries; *Government Role; *Job Training; Postsecondary Education; Secondary Education; Statistical Surveys; Tables (Data); *Vocational Education
IDENTIFIERS- *Australia

This publication provides summary information about the publicly-funded vocational education and training (VET) sector in Australia. Information is presented for 1999, with the inclusion of 1998 figures for some tables. The information is based on data collected under the Australian Vocational Education and Training Management Information and Statistical Standard. The report contains 15 tables and 5 graphs illustrating the statistics. Some of the highlights of the report include the following: (1) 1.65 million students undertook vocational programs in 1999, an estimated increase of 7 percent since 1998; (2) of Australia's working-age population, 13 percent participated in VET; (3) the number of students in VET increased by 70 percent from 1990 to 1999; (4) young people aged 15-24 years made up 38 percent of the students and took 54 percent of the hours of training in 1999; (5) the number of students and annual hours remained stable at about 75 percent of all VET students and 85 percent of all annual training hours; and (6) the increase in publicly-funded VET activity was achieved with little change in total operating expenditures. (KC)

ED 443 982   CE 080 541

Hubble, Judy Hafley
Intake Procedures as a Factor in Identifying and Addressing Barriers to Attendance of Adult Education Students.
PUB DATE- 00
NOTE- 132p.; M.A. Thesis, Southwest Texas State University.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- *Access to Education; *Adult Basic Education; *Adult Literacy; Adult Students; Educational Counseling; Enrollment; Enrollment Management; High School Equivalency Programs; *Literacy Education; *School Holding Power; *School Orientation
IDENTIFIERS- Even Start; Texas

A study explored the nature of intake procedures of Texas adult education programs. Research on barriers to attendance and strategies for retention were reviewed, and the current use of intake procedures to identify and address barriers to attendance was summarized through a survey of 374 Literacy, Even Start Family Literacy, Adult Basic Education (ABE), and General Educational Development (GED) programs in Texas. The study found that respondents may not use the intake process to counter barriers to attendance as effectively as they could, and some current practices revealed in the study seem to be contributing to institutional barriers to attendance. The study revealed that there may be a need for future research into the areas of a dynamic intake approach, the use of the stop-out period, and the act of gathering intake data. (Contains 92 references.) (Author/KC)

ED 443 983   CE 080 542

students explore available career possibilities (agriculture/natural resources; arts and communications; business and marketing; health and medical; human services; and technology, engineering, and scientific); (3) a table detailing the courses required for graduation from Wisconsin high schools; (4) overviews of electives available in 11 curriculum areas; (5) a brief description of the Wisconsin Student Assessment System; (6) a checklist of nine employer-identified skills needed by all workers; (7) a checklist to help students assess where they are in the career-planning process; (8) a checklist for parents and guardians; and (9) addresses of eight contacts for more information on colleges, careers, and apprenticeships. (MN)

ED 443 999 CE 080 566

Ananda, Sri
Equipped for the Future Assessment Report: How Instructors Can Support Adult Learners through Performance-Based Assessment. EFF Technical Report.
PUB DATE- 00
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Basic Education; Adult Education; *Adult Literacy; *Competency Based Education; Evaluation Methods; High School Equivalency Programs; *Job Training; *Literacy Education; *Performance Based Assessment; *Student Evaluation; Vocational Education
IDENTIFIERS- *Equipped for the Future

Equipped for the Future (EFF) is a standards-based system reform initiative aimed at improving the quality and outcomes of the adult literacy and lifelong learning delivery systems. It is predicated on the concept that the skills adult learners need for success as parents, workers, and citizens go beyond the basic academic skills traditionally targeted by adult education programs. Performance-based assessment is an approach to assessment that is congruent with EFF's emphasis on real-world performance. This paper introduces instructors who are using the EFF Standards to specific performance-based assessment methods that show promise for measuring progress. Following an introduction that explains EFF and the use of performance-based assessment, the report contains five additional sections. Section 2 describes the key characteristics of effective performance-based assessment methods. Section 3 provides specific examples of performance-based assessment methods. Section 4 describes how to evaluate or score student performance on performance-based assessment tasks and how to explain results to adult learners and others. Section 5 describes how to develop performance-based assessment tasks and prepare students for them. Finally, Section 6 discusses the role of performance-based assessment for purposes of instruction and accountability. (KC)

ED 444 000 CE 080 569

Core ITAC for Career-Focused Education. Integrated Technical & Academic Competencies.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Career-Technical and Adult Education.

Projects for the Integration of Vocational and Academic Learning Programs. The project was administered through the Ohio Department of Education, Division of Vocational and Adult Education.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Career Choice; Career Education; *Career Exploration; *Daily Living Skills; Elementary Education; Employment Interviews; Entrepreneurship; Goal Orientation; Instructional Materials; *Job Application; Job Search Methods; Learning Activities; Money Management; *Multiple Intelligences; Parent School Relationship; Parents as Teachers; Portfolios (Background Materials); *Self Evaluation (Individuals); Time Management

This learning activity packet provides parent-guided experiences for the child in kindergarten through eighth grade as he or she explores his or her abilities and the skills necessary for any career. Section 1, "Self Assessment of Interests," consists of eight exercises that will help the child explore himself or herself. Titles include "My Favorite Things," "Autobiography Timeline," "About Me Book," "The Me I Want to Be," "Personality Crest," and "Portfolios." Section 2, "Multiple Intelligences and Career Choices," has three parts. "Discovering Multiple Intelligences" explores the intelligence types. "Reflecting on Multiple Intelligences" is an activity that summarizes the child's findings in part 1. "Multiple Intelligences Portfolio" provides an outline to make a portfolio that includes a sample of each intelligence. Section 3, "Exploring the Future," offers activities to help the child explore possible future endeavors. Entrepreneurial activities provide opportunities to plan and run simple small businesses. Interviewing activities give the child a chance to learn more about possible career choices. The final activities guide the child in locating and applying for a job. Section 4, "Life Skills," introduces goal setting and financial and time management. (YLB)

ED 444 016 CE 080 588

Walker, Liz; Turner, Anthea
A Code of Practice for Further Education.
PUB DATE- 99
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adult Education; *Codes of Ethics; Continuing Education; Developed Nations; *Educational Planning; *Ethics; Foreign Countries; Moral Values; Postsecondary Education; *Teacher Education; Technical Institutes; *Values Clarification; Vocational Education
IDENTIFIERS- *England

This draft is the outcome of a project in which colleges and further education (FE) teacher education providers worked to pilot a code developed by students and staff at Loughborough College in England. The code is intended to be a resource for

ED 444 032 CE 080 614

Stern, David, Ed.; Wagner, Daniel A., Ed.
International Perspectives on the School-to-Work Transition. Series on Literacy: Research, Policy and Practice.
SPONS. AGENCY- International Literacy Inst., Philadelphia, PA.; National Center on Adult Literacy, Philadelphia, PA.
PUB DATE- 99
NOTE- 572p.; Based on a roundtable meeting organized by OECD Center for Educational Research and Innovation (CERI) and the National Center on Adult Literacy that was held in Paris on February 2-3, 1995.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Adult Education; Apprenticeships; Career Development; Career Education; Cooperative Education; *Developed Nations; Economic Change; *Education Work Relationship; Educational Certificates; Educational Policy; Foreign Countries; Higher Education; Industrialization; *Job Placement; *Job Training; Labor Market; Nonformal Education; Partnerships in Education; Postsecondary Education; School Business Relationship; Secondary Education; Student Certification; Unemployment; *Vocational Education; *Youth Employment

This book provides a policy update on the school-to-work (STW) transition in a wide range of countries. Fourteen chapters give a comprehensive overview of the main issues in policy formulation and a detailed consideration of how policies have been considered and implemented in those countries. The chapters are: "Introduction: STW Policies in Industrialized Countries as Responses to Push and Pull" (David Stern, Daniel A. Wagner); "Youth Labor Markets in 23 Countries: A Comparison Using Micro Data" (David G. Blanchflower); "An Overview of STW Arrangements in Australia" (Richard Sweet); "Moving away from the Maze: Transitions from School to Work in Canada" (Patrice de Broucker); "STW Transition in Denmark" (Roland Osterlund); "Alternating Training and the STW Transition: Programs, Assessment, Prospects" (Claudine Romani, Patrick Werquin); "STW Transition: The Example of Germany" (Felix Rauner); "Transition from STW and Career Formation of Japanese High School Students" (Takehiko Kariya); "STW Transition in Mexico: An Overview of Recent Experiences" (Bernardo Mendez Lugo); "STW Transition Programs in the Netherlands" (Jan N. Streumer); "Transition from STW in Russia" (Valery A. Poliakov, Nikolai D. Nikandrov); "STW Transition in Spain" (Jordi Planas); "Transition in a School-Based Vocational Training System: The Case of Sweden" (Ulla Arnell Gustafsson, Torsten Madsen); "Recent Changes in STW Transition in England and Wales" (Joan Payne); and "Preconditions for Effective School-Work Linkages in the United States" (James E. Rosenbaum). Author and subject indexes are appended. (YLB)

ED 444 033 CE 080 616

Perraton, Hilary
Open and Distance Learning in the Developing World. Routledge Studies in Distance Education.
PUB DATE- 00
NOTE- 228p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art

development is now of global significance, stronger structures and processes are needed at the international level. This will require a common language, the development of standards and accountability, and creative ways to fostering partnerships. (JDM)

ED 444 051 CG 030 146

Career Development and Public Policy: A Framework Document.
PUB DATE- 00
NOTE- 8p.; In: Making Waves: Career Development and Public Policy. International Symposium 1999 Papers, Proceedings, and Strategies (Ottawa, Ontario, Canada, May 2-4, 1999); see CG 030 145.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Vocational Education; Career Development; *Career Information Systems; Employment Counselors; Global Approach; Higher Education; *Public Policy; Secondary Schools

This paper sets a context for career development services, including their importance and where they are typically delivered. Career development services are being delivered in many sectors: career education is delivered in schools and post-secondary institutions; career counseling is available from community agencies and private practitioners; and employment services are typically available from government-funded agencies and outplacement organizations. A definition of career development is presented so that there is a common vocabulary to consider and respond to. Career development is described as a developmental learning process that evolves throughout a person's life, and includes at least three major areas: self-awareness/preparation, opportunity awareness, and decision and transition learning. The conclusion includes a commentary on the focus of public policy, which is a central theme of the 1999 International Symposium. (JDM)

ED 444 052 CG 030 147

Herr, Edwin L.
Preparation for the World of Work.
PUB DATE- 00
NOTE- 16p.; In: Making Waves: Career Development and Public Policy. International Symposium 1999 Papers, Proceedings, and Strategies (Ottawa, Ontario, Canada, May 2-4, 1999); see CG 030 145.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; Adult Vocational Education; *Career Development; Comparative Education; Elementary Secondary Education; *Employment Potential; Government Role; *International Communication; Job Training; Learning Processes; Postsecondary Education; *Public Policy
IDENTIFIERS- *Germany; *United States

Knowledge about the structure and availability of work, and the ways people prepare for it, are important issues for both career specialists and policymakers. This paper begins with a discussion of the concepts of work, employability, and employment. Work is described as a complex concept that means different things to different people, and constitutes a variety legislative acts (e.g., Americans for Disabilities Act) were created to ensure equality in the workplace. Three key issues for the future are depoliticization, life-cycle approach to policy and career service provision, and more comprehensive coordination and integration of services across settings and governmental levels. Several actions are identified for the future, including examination of policies at the three levels of government, and development of models tailored to life-cycle approaches that include use of integrated services. (Contains 10 references.) (JDM)

ED 444 070   CG 030 165

Watts, A. G.
Synthesis.
PUB DATE- 00
NOTE- 16p.; In: Making Waves: Career Development and Public Policy. International Symposium 1999 Papers, Proceedings, and Strategies (Ottawa, Ontario, Canada, May 2-4, 1999); see CG 030 145.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Vocational Education; *Career Development; Employment Counselors; Foreign Countries; Government Role; Guidelines; Labor Force Development; *Linking Agents

This paper aims to connect some of the main themes that emerged from the papers presented at the 1999 International Symposium on Career Development and Public Policy. It first addresses the need for links between policymakers and practitioners, the rationale for policy interest in career development services, and the way in which this rationale is being strengthened by the current transformations in work and career. It then explores the potential roles for public policy in relation to career development services and ways in which the career development sector can influence the policy-making process. It discusses a range of policy issues related to making career development services available to all people throughout their lives. This includes the nature of such services, where they will be located, and who should pay for them. It concludes with a review of the need for stronger structures and processes to bring together career development practitioners with policymakers and other stakeholders to address tasks of common concern, at both the national and international levels. (Contains 18 references.) (JDM)

ED 444 071   CG 030 166

Bezanson, Lynne; Hiebert, Bryan; Watts, Tony
Symposium Proceedings.
PUB DATE- 00
NOTE- 34p.; In: Making Waves: Career Development and Public Policy. International Symposium 1999 Papers, Proceedings, and Strategies (Ottawa, Ontario, Canada, May 2-4, 1999); see CG 030 145.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Career Development; Employment; Foreign Countries;

advantageous position of recognizing the presence of pathology in children. The school setting is most demanding of all situations in which children generally are involved and a considerable degree of integration is necessary for healthy functioning. The paper presents the cases of four children who have experienced extreme stressors. In case one, the child has experienced the death of a sibling; in case two, there has been a change in custody following divorce; in case three, the child's mother has been incarcerated; and case four is a burn victim. In each of the four cases, the supportive system of the family was disturbed. The paper concludes that in keeping with the mission of schools to develop the whole child, increasing attention will need to be given to the disruptive forces outside the classroom that are stressors in the lives of school children. (Contains 107 references.) (JDM)

ED 444 092 CG 030 248

Herman, William E.
Student Strategic Decision Making and Mindset during Multiple-Choice Examinations.
PUB DATE- 00
NOTE- 34p.; Paper presented at the Annual Convention of the American Psychologists Association (108th, Washington, DC, August 4-8, 2000).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *College Students; Higher Education; Improvement; *Multiple Choice Tests; *Performance Factors; Test Anxiety; *Test Wiseness; *Tests

This paper looked at the experience that college students have when taking exams. The sample population was made up of students completing their first exam of the semester. The study was designed to offer research-based support on how to help students improve their performance on multiple-choice exams. Student perceptions of the number of items guessed, confusing vocabulary words, distractibility, drawing a blank, and anxiety leading separately to recall and judgment interference were all found to be inversely related to actual exam performance at statistically significant levels. Qualitative explanations of this exam experience highlight the ability of successful students to focus, re-focus, block out distractions, concentrate, remain calm, and employ self-talk strategies. The findings can be employed in intervention programs to assist students as they attempt to overcome test anxiety and perform up to their academic potential. Appendix A is Questionnaire. (Contains 6 tables and 1 figure.) (JDM)

ED 444 093 CG 030 251

O'Hara, Mary C.
The Effects of a Two-Semester Career Exploration Intervention Class on the Career Development Inventory Scores of High School Seniors.
PUB DATE- 00
NOTE- 37p.; Master's Research Paper, University of La Verne.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Career Counseling; *Career Guidance; Course Content; *Curriculum Development; *High School Seniors; High Schools; School Counselors; Student Surveys

ED 444 113   CS 014 021

Allington, Richard L.
Overselling Phonics.
PUB DATE- 97
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- *Beginning Reading; Elementary Education; *Instructional Design; *Phonics; *Reading Instruction; *Reading Research; Reading Strategies

There is a convergence of research evidence pointing to the critical role good phonics decoding skills play in good reading; however, there is no convergence in the research on precise development of reading strategies or on types, intensity, or duration of appropriate phonics instruction. Five unscientific assertions are often cited in phonics legislation and other materials, including: (1) No one teaches phonics; (2) There is a phonemic awareness crisis; (3) Direct, systematic phonics is the only feasible method; (4) Decodable texts are important; and (5) "There is another sucker born every minute." More research needs to be conducted in evaluation of instruction and of the effects of curriculum materials. (EF)

ED 444 114   CS 014 023

Academics 2000: First Things First. Evaluation Report, 1998-99.
PUB DATE- 00
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Early Childhood Education; Elementary Education; *Financial Support; *Program Evaluation; *Public Schools; *Reading Achievement; Reading Improvement
IDENTIFIERS- *Goals 2000; *Texas

This evaluation report profiles Academics 2000: First Things First, the Texas initiative under the Goals 2000 Educate America Act to raise the level of academic achievement of all Texas students by ensuring that each child achieves fourth-grade mastery of the foundation subjects by the end of fourth grade. The report states that, at the local level, the Academics 2000 initiative provides communities with opportunities to design educational programs to promote reading achievement among their students. It explains that Academics 2000 funding is provided for planning and implementation of initiatives to improve reading, including intensive and sustained professional development in research-based instructional strategies and methodologies, and in addition, funding is provided for preservice education to provide early childhood and elementary educators with skills and knowledge to foster reading achievement among all students. Following an introduction and evaluation methodology, the report is divided into these broad sections: Summary of District Academics 2000 Grant Programs for 1998-99; and Individual Academics 2000 Grant Program (Allan and Brooke Elementary Schools; Barrington, Ortega and Zavala Elementary Schools; Cooke and Wooldridge Elementary Schools; Dawson Elementary School; Dyslexia Support Grant Campuses; Harris Elementary School; Maplewood and Summit Elementary Schools; Mathews Elementary School; Palm and Widen Elementary Schools; Primary Education Grant Campuses; and Travis Heights Elementary School). (Contains 14 figures.) (NKA)

in a disadvantaged school? It offers texts from everyday school and classroom life to reconsider what teachers do as they develop a literate culture. It describes the kinds of literate work that children do and discusses the dominant discourses that surround the construction of literate cultures at school. The paper provides examples of the ways in which these teachers make spaces for other kinds of literate cultures and the ways in which classrooms are sites for multiple and at times contradictory literacies which compete for time and priority. (Contains 19 references.) (NKA)

ED 444 135 CS 014 081

Comber, Barbara
Literacy, Contingency and Room To Move: Researching "Normativity" and "Spaces of Freedom" in Classrooms.
PUB DATE- 98
NOTE- 28p.; Paper presented at the Annual Meeting of the Australian Association for Research in Education (Adelaide, Australia, November 29-December 3, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Communication; Classroom Research; *Classroom Techniques; Disadvantaged Schools; *Disadvantaged Youth; Discourse Communities; *Educational Practices; *Literacy; Naturalistic Observation; Power Structure; School Culture
IDENTIFIERS- Australia; Foucault (Michel); Media Coverage; Power Struggles; *Teacher Talk

This paper considers how Australian young people living in relative poverty, per se, are portrayed in media reports and how a specific group of socioeconomically disadvantaged young people are constituted in teachers' classroom talk. The paper begins with the examination of several newspaper reports, part of an archive of articles concerned with young people, disadvantaged schools, and literacy. It then discusses teachers' discursive practices in literacy lessons and offers an analytic framework for investigating teacher talk from a Foucauldian perspective, with power as productive and discourse as constitutive. The discussion in the paper stems from 18 months observation in 4 classrooms during literacy lessons in 1 disadvantaged school and explores normative discursive practices where teachers exercise power in managing the class to be made literate. The focus is on the impact of macro discourses upon what teachers say and do and how they constitute "the student" in the local, micro everyday institutional practices of schooling. (Contains 4 figures, a table, and 26 references.) (NKA)

ED 444 136 CS 014 082

Comber, Barbara
Professional Bandwagons and Local Discursive Effects: Reporting the Literate Student.
PUB DATE- 96
NOTE- 16p.; Paper presented at the Annual Meeting of the Australian Association for Research in Education (Singapore, China, November 25-29, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)

Education; *Intellectual Development; Interviews; Knowledge Base for Teaching; Methods Courses; Preservice Teachers; Student Attitudes; *Teacher Role
IDENTIFIERS- *English Majors; Perry Developmental Scheme; Teaching Research

William Perry argued that adult development can be marked by a progressively refined set of questions focused on how Authorities like teachers can support multiple right answers and still maintain that there are wrong answers. When prospective English teachers view right and wrong answers as relativistic, they seem to view themselves as purposefully neutral, as prospective discussion hosts charged exclusively with facilitating turn-taking and the creation of an emotionally safe context that encourages all to participate. They expect to coach students' thinking, to inform it, and shape it, even though they are fully aware that there is no one right answer out there. A study explored data taken from a broad, longitudinal study of English majors as they developed subject matter knowledge. The larger study focused heavily on prospective English teachers' personal histories as readers. Prospective teachers (n=12) were interviewed early in their sophomore year and again in their senior year. Data were taken from study participants' responses to a sub-set of the corpus of interview tasks and questions; this sub-set includes a teaching task involving Edgar Allan Poe's "The Raven," a literary criticism evaluation task, and a "Romeo and Juliet" teaching task. Students' varied responses to these tasks illustrate how intellectual development is different for each person. Each prospective teacher experienced his/her role projection as the norm. They were unaware of their position on a continuum of development and satisfied with their way of understanding the role of an authority in a literature classroom. (Appended is an explanation of four literary theories. (Contains 12 references.) (NKA)

ED 444 156 CS 217 201

Rasinski, Timothy
Making and Writing Words Using Letter Patterns.
PUB DATE- 99
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Education; Learning Activities; *Phonics; *Reading Instruction; *Spelling; *Word Recognition; *Writing Skills
IDENTIFIERS- Spelling and Writing Patterns

This article introduces Making and Writing Words Using Letter Patterns (MWW-LP), a variation of the popular Making Words word study and spelling instructional activity. Research indicates that proficient readers use knowledge of letter patterns such as onsets, rimes, and affixes to decode unknown words. The MWW-LP activity uses such letter patterns as building blocks for examining and making words. Steps involved in planning a MWW-LP lesson include: (1) select a multisyllabic foundation word and identify its letter patterns and individual letters, writing those letters and patterns on the MWW-LP form; (2) choose additional letters and patterns; (3) plan a series of words to be made from the letters and patterns; (4) devise semantic, syntactic, and structural clues to aid students in identifying the words; (5) identify transfer words which students could decode and spell using the letter patterns; and (6) plan of "Classroom Notes Plus" and "Ideas Plus." Some of the teaching practices described in the book are innovative and surprising; others are adaptations on familiar ideas. The book is divided into three broad sections: (1) Prewriting and Writing (11 ideas); (2) Literature (16 ideas); and (3) Explorations (13 ideas). (NKA)

ED 444 176   CS 217 227

Goggin, Maureen Daly, Ed.
Inventing a Discipline: Rhetoric Scholarship in Honor of Richard E. Young.
PUB DATE- 00
NOTE- 483p.; Foreword by Richard Leo Enos.
LANGUAGE- English
EDRS Price- MF02/PC20 Plus Postage.
PUB TYPE- Books (010),Collected Works - General (020),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Higher Education; Intellectual Disciplines; Rhetorical Theory; *Writing Across the Curriculum; *Writing (Composition); *Writing Instruction; *Writing Research

Heeding the call of noted rhetoric scholar Richard E. Young to engage in serious, scholarly investigations of the assumptions that underlie established practices and habits about writing, the contributors to this critical volume study a diverse array of disciplinary issues, situate their work in a wide matrix of theoretical perspectives, and engage in multiple modes of inquiry and in multiple discourses. In section 1, the authors consider the history, present state, and potential future directions of the research, scholarship, and pedagogies of the field. Section 2 presents the theoretical, historical, and empirical investigations of particular kinds of rhetorical theories and practices. Section 3 offers discussions of specific writing programs and pedagogical approaches. After an introduction by Maureen Daly Goggin, essays in the book are: (1) "A Rhetoric for Literate Society: The Tension between Expanding Practices and Restricted Theories" (Charles Bazerman); (2) "Accounting for 'Well-Worn Grooves': Composition as a Self-Reinforcing Mechanism" (Maureen Daly Goggin and Steve Beatty); (3) "Cross-Disciplinarity in Rhetorical Scholarship?" (Janice M. Lauer); (4) "Shaping Sophisticates: Implications of the Rhetorical Turn for Rhetoric Education" (Joseph Petraglia); (5) "Rhetoric and the Ecology of the Noosphere" (Robert Inkster); (6) "The Modesty of Aristotle's 'Rhetoric'" (Eugene Garver); (7) "Classical Rhetoric in American Writing Textbooks, 1950-1965" (Karen Rossi Schnakenberg); (8) "Reinventing Memory and Delivery" (Winifred Bryan Horner); (9) "From Heuristic to Aleatory Procedures; Or, Toward 'Writing the Accident'" (Victor J. Vitanza); (10) "Bridging the Gap: Integrating Visual and Verbal Rhetoric" (Lee Odell and Karen McGrane); (11) "Inventing the American Research University: Nineteenth-Century American Science and the New Middle Class" (Danette Paul and Ann M. Blakeslee); (12) "Scientific Writing and Scientific Thinking: Writing the Scientific Habit of Mind" (Carol Berkenkotter); (13) "The Rhetoric of Social Action: College Mentors Inventing the Discipline" (Elenore Long); (14) "WAC, WHACK: You're an Expert--NOT!" (Sam Watson); (15) "Can Writing Be Taught? Being 'Explicit' in the Teaching and Learning of Writing across the Curriculum" (Stuart Greene and Rebecca Schoenike Nowacek); (16) "Notes on the Evolution of Network Support for Writing across the Curriculum" (Mike Palmquist); and (17) "Pedagogical Invention and Rhetorical Action in Writing across the Curriculum" (Jo-Ann M. Sipple, William L. Sipple, and J. Stanton Carson). (Each chapter contains references.) (RS) in their perceptions of what constituted "good" teaching and learning, of what appropriate roles they were fitted in, and what they expected of each other. The paper argues that the gulf, the hidden source of the pedagogical communication problems, can be bridged through creating a cultural synergy in which common interests are to be found and shared, sources of problems identified, cultural differences understood and respected, and learning maximally enhanced. (Contains 77 references and 2 tables of data.) (Author/RS)

ED 444 196   CS 510 372

Rosenfeld, Heather L.
Teaching Organizational Analysis.
PUB DATE- 00
NOTE- 11p.; Paper presented at the Annual Meeting of the Eastern Communication Association (Pittsburgh, PA, April 27-30, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Course Descriptions; *Curriculum Development; Higher Education; *Organizational Communication; Student Needs; Undergraduate Students
IDENTIFIERS- *Organizational Analysis

Across many organizational communication curricula, faculty are including undergraduate courses on the analysis and assessment of an organization's communication. This paper was designed to aid potential instructors of an organizational analysis course in their preparation and execution. The paper contains a syllabus which provides one example of how such a course might be executed. The paper states that ideally, this course should be taught as an upper division follow-up course to the introduction to organizational communication. The paper points out that the crux of this course is the final assignment for which students join self-selected groups to study a small organization using some of the audit methods discussed in class. It notes that the final month of the semester provides students scheduled class time to meet with the instructor for several different workshops. An appendix presents a case study in developing a questionnaire. (NKA)

ED 444 197   CS 510 375

Annarella, Lorie A.
Making Creativity and Imagination Part of the Curriculum.
PUB DATE- 00
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Classroom Techniques; Cognitive Style; Cooperative Learning; *Creative Development; *Creative Expression; *Creative Thinking; *Creativity; Elementary Education; Teacher Behavior

Eliciting creativity in every student in the classroom can be a realistic goal for classroom teachers. Teaching creatively can include: embracing a student-centered learning approach; using thematic approaches to content area subjects, which also promotes motivation; using a cooperative learning group process; and utilizing creative arts. Creativity embraces form and structure as well as freedom of thought and expression, and

Sanacore, Joseph
Excellent Schools Require Excellent Professionals.
PUB DATE- 97
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Administrator Attitudes; *Administrator Role; Educational Quality; Elementary Secondary Education; *Ethics; *Participative Decision Making; Power Structure; *School Administration

This paper discusses the misuse of power among boards of education, central office and building administrators, teachers, and the media. It describes several cases: members of a board of education who hired a family member; an assistant superintendent who, out of jealousy, organized a smear campaign against a new principal; a high school principal who hired an underqualified assistant principal so that the former would look good by comparison; and a teachers' union president who undermined a new evaluation process. Experience shows that some questionable practices can be unique to a particular school, whereas some practices are commonplace. For example, the career track among upwardly mobile educators frequently emphasizes advancement over what is best for students. To lessen the frequency of such actions, the article suggests that schools move toward shared decision making. It states that proper training is important in this type of decision making. The paper also relates how one school system invited consultants who helped the district secure volunteers who would serve as representatives for each school, held a weekend retreat for board members so that they could learn more about shared decision making, and organized site-based teams that gave districtwide presentations on what is possible with a shared vision. (RJM)

ED 444 220 EA 030 506

Popkewitz, Thomas S., Ed.
Educational Knowledge: Changing Relationships between the State, Civil Society, and the Educational Community. SUNY Series, Frontiers in Education.
PUB DATE- 00
NOTE- 351p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Change Strategies; *Comparative Analysis; Cultural Relevance; *Educational Change; Educational Practices; Elementary Secondary Education; *Government School Relationship; *International Education; Political Attitudes

This book explores the relation of state practices and educational knowledge to changes in culture and economics among nations. The 14 articles in the volume are organized around 4 themes: (1) conventional notions of the state that emphasize institutional structures and stability are inadequate for the task of assessing change in education; (2) an understanding of the interrelation of local, national, and international systems is central to understanding change in education; (3) the exploration of the governing patterns of education is important to interpreting changes; and (4) the changing patterns of a state's steering of education and governing draw attention to the social location of intellectuals. The focus on the consumer good, and thus effect a privatization of the purpose of public education that contrasts with the common-school reformers' stated concern for democracy and the public good. The paper suggests that the rhetoric of charter-school advocates promotes depublicization and a redefinition of the "public" in education away from that of an institution of and for the public good. (Contains approximately 120 references.) (RJM)

ED 444 239 EA 030 555

Hadderman, Margaret
Standards: The Policy Environment. ERIC Digest, Number 138.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Academic Standards; *Accountability; *Educational Change; Elementary Secondary Education; Learning Experience; *Public Schools; *Racial Differences
IDENTIFIERS- ERIC Digests

This digest offers a snapshot of the standards movement: its origins, the definitions of standards and which ones matter, its successes at the district and state levels, the backlash against the movement, and possible policy directions. While a broad coalition of constituencies has embraced standards-based reform as a means of improving public schools' accountability, preparing a globally competitive work force, and decreasing the achievement gap among various racial ethnic groups, equally vocal groups are arguing that the tough standards movement is flunking too many students and detracting from classroom learning. Critics say the standards movement has been "reduced to a single policy--high stakes testing" linking one set of standardized tests scores to promotion, high-school graduation, and even educator salaries and tenure decisions. Moreover, states pushing for higher standards must provide massive funding for the remedial, tutoring, and professional-development programs needed to enhance students' success. As of early 1999, only 11 states offered such funding. Drawing on pioneering districts' initial successes, educators are advised to make learning (not testing) the goal, provide special assistance for disadvantaged students, set realistic failure rates, invest in wide-ranging reforms, make retention a last resort, capitalize on publicity, and concentrate on urban high schools. (Contains 14 references.) (DFR)

ED 444 240 EA 030 556

Stecher, Brian M.; Bohrnstedt, George W.
Class Size Reduction in California: Summary of the 1998-99 Evaluation Findings.
SPONS. AGENCY- California State Dept. of Education, Los Angeles.; Walter and Elise Haas Fund, San Francisco, CA.; William and Flora Hewlett Foundation, Palo Alto, CA.; Walter S. Johnson Foundation, Menlo Park, CA.; San Francisco Foundation, CA.; Department of Education, Washington, DC.
PUB DATE- 00
NOTE- 21p.; Also supported by the Stuart Foundation. Extracted from the CSR Research Consortium's second evaluation report,

the immunization status of school-age children in Illinois for the school year 1998-99. The compliance level for all Illinois students is 97.25 percent. The data by specific disease category, based on the percent of total student enrollment, reveal that no more than 1.17 percent of Illinois students were unprotected and in noncompliance in any of the 7 disease categories. Only 267 of the 4,130 schools reported compliance levels of less than 90 percent. Only 132 of 1,376 nonpublic schools reported compliance levels of less than 90 percent. An appendix summarizes student enrollment and compliance. (DFR)

ED 444 260   EA 030 583

A Guide to an Integrated School Improvement Planning Framework. An Opportunity for Illinois Schools To Integrate Planning Resources for Continuous School Improvement.
PUB DATE- 99
NOTE- 39p.; For companion document, see EA 030 584.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Achievement; *Action Research; *Educational Change; *Educational Improvement; Elementary Secondary Education; *Evaluation; Government Publications; *Improvement Programs; Public Schools
IDENTIFIERS- Illinois State Board of Education

To assist schools with the process of school planning, a project team convened by the Illinois State Board of Education has developed an integrated school-improvement planning framework. Through an integrated approach to school improvement, schools are better able to coordinate their programs, activities, and budgets and maximize their resources of time, talent, and funds. This guide outlines the components of the integrated planning process: shared vision, data collection, analysis and gap analysis, integrated action plan, reflection, evaluation, and refinement. Appendices contain legislative requirements of the School-Improvement Plan, data collection and analysis and gap-analysis worksheet, instructions for completing the integrated action-plan template, and a glossary. (Contains 14 references.) (DFR)

ED 444 261   EA 030 584

A Template for an Integrated School Improvement Plan.
PUB DATE- 99
NOTE- 26p.; For companion document, see EA 030 583.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Achievement; *Action Research; *Educational Change; *Educational Improvement; Elementary Secondary Education; *Evaluation; Government Publications; *Improvement Programs; Public Schools
IDENTIFIERS- Illinois State Board of Education

To assist schools with the process of school planning, a project team convened by the Illinois State Board of Education has developed an integrated school-improvement planning framework. Through an integrated approach to school improvement, schools are better able to coordinate their programs, activities, and are certified to teach Braille. Overall conclusions suggest that data on the number of students with Braille instructional needs and personnel to address these needs are not readily accessible in many SEAs. (DB)

ED 444 281 EC 307 970

Ahearn, Eileen M.
Increasing the Participation of Special Needs Students in NAEP. Synthesis Brief.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 00
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Disabilities; *Educational Assessment; Educational Legislation; Educational Policy; Elementary Secondary Education; Federal Legislation; *National Competency Tests; *Special Needs Students; Standardized Tests; Standards; Student Characteristics; *Student Participation; Trend Analysis
IDENTIFIERS- Individuals with Disabilities Educ Act Amend 1997; *National Assessment of Educational Progress; *Testing Accommodations (Disabilities)

This paper synthesizes information from the March 2000 report, "Increasing the Participation of Special Needs Students in NAEP" (National Assessment of Educational Progress). Background information includes the development of the NAEP program since 1969 and the 1996 development of criteria to guide schools in deciding on the participation of students with disabilities and the use of test accommodations. It notes requirements under the 1997 amendments to the Individuals with Disabilities Education Act that children with disabilities be included in general state and district-wide assessment programs. Standards in the report for excluding and including students with disabilities are summarized, as are accommodations and adaptations for students in the NAEP assessment. Research considerations in using NAEP data to analyze multi-year trends are discussed. Overall findings of the report are summarized for the following: (1) characteristics of participating students with disabilities; (2) effect of 1996 changed inclusion criteria on participation; (3) the use of accommodations; (4) effect of the use of accommodations on participation; (5) students excluded from the 1996 NAEP; and (6) effects of policy changes on NAEP scores. (DB)

ED 444 282 EC 307 971

Goldstein, Sam; Goldstein, Michael
A Parent's Guide: Attention-Deficit Hyperactivity Disorder in Children. Fourth Edition.
PUB DATE- 00
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adolescents; *Attention Deficit Disorders; Behavior Problems; *Child Rearing; Children; Elementary Secondary Education; *Etiology; *Family Environment; Hyperactivity; *Interpersonal Communication; Parent Child Relationship;

Deaf Prep Program: Mathematics Curriculum.
PUB DATE- 99
NOTE- 76p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- College Students; *Curriculum Design; *Deafness; Higher Education; Lesson Plans; Mathematics Curriculum; *Mathematics Instruction; Postsecondary Education; Pretests Posttests; *Remedial Instruction

This remedial mathematics curriculum for deaf community college students is organized into 22 lessons grouped into three levels: whole numbers, fractions, and decimals. Preliminary versions of the curriculum have been used in Deaf Prep classrooms and taken through a development and revision process. Each lesson follows the same pattern: topic introduction, review of relevant previous topics, discussion of topic-specific vocabulary, in-depth instruction of the topic with demonstration of procedures used, discussion, and practice. A pre/post test is also provided. (DB)

ED 444 301 EC 307 991

Reaching for the Sky: Policy To Support the Achievement of Students with Disabilities.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 99
NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Accessibility (for Disabled); *Disabilities; Educational Legislation; *Educational Policy; *Educational Technology; Elementary Secondary Education; Federal Legislation; Financial Support; Policy Analysis; *Policy Formation; *Research and Development; Statewide Planning; Theory Practice Relationship
IDENTIFIERS- Individuals with Disabilities Educ Act Amend 1997; National Association of State Boards of Education; Office of Special Education Programs

This guide aims to support state boards of education in influencing the creation of policies that encourage local school districts to use technology effectively as a tool for improving the learning of children with disabilities. It is based on the latest findings from research by the Office of Special Education Programs and the understanding of policy of the National Association of State Boards of Education (NASBE). The guide contains research-based information on types of technology, ways technology can be used to enhance children's learning, funding policies, guidelines for assessing existing technology plans, and resources for more information. An introductory section focuses on technology and the 1997 amendments to the Individuals with Disabilities Education Act (IDEA). The guide is divided into three main sections. Part 1 provides background information on the types of technology available for children with disabilities. Part 2 describes how state policymakers can effectively incorporate technology for children with disabilities in statewide and local planning efforts. Part 3 identifies funding sources for technology and disabilities); (4) learning about the child as a student; (5) charting the child's progress; (6) creating a home environment for learning; (7) strategies for helping the child with homework; (8) parenting with results of recent brain research in mind; and (9) experiences, insights, and questions of parents. Appendices include 22 sample forms, a bibliography, a list of resources, and a glossary. (Contains 37 references.) (DB)

ED 444 320   EC 308 011

Program Expansion: Product Evaluation Report, 1998/99.
PUB DATE- 99
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Disabilities; Elementary Education; Emotional Disturbances; Inservice Teacher Education; Learning Disabilities; Mild Mental Retardation; Postsecondary Education; Program Effectiveness; Program Evaluation; Program Improvement; *Special Education; Special Education Teachers
IDENTIFIERS- *Individuals with Disabilities Education Act; Saginaw City School System MI

This report evaluates special education program expansion in the Saginaw (Michigan) school district with federal funding under the Individuals with Disabilities Education Act. The program expansion involved: employment of 16 special education certified teachers to teach students with learning disabilities (LD), emotional impairments (EI), and educable mental impairment (EMI); provision of instructional services to elementary students with LD, EI, and EMI; and provision of inservice training to staff members. For each category, the evaluation report compares criteria in the grant to program data. The program served 221 students during 1998/99. The report concludes that: (1) the staffing objective was met; (2) the instructional services objective was not quite met; and (3) the staff inservice objective was met. Recommendations stress ways to improve student performance at those sites with the poorest performance and development of staff inservices focused on identified problems. Seven appendices cover program design, number of objectives assigned, a copy of the goals and objectives summary sheet, percent of objectives attained, percentile distribution of objective attainment, inservice attendance, and inservice/seminar listing. (DB)

ED 444 321   EC 308 012

Feinberg, Edward; Beyer, Jonathan
The Role of Attorneys in Special Education Mediation. Briefing Paper.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 00
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Arbitration; *Child Advocacy; *Conflict Resolution; *Disabilities; Educational Practices; Elementary Secondary Education; *Lawyers; *Special Education

This briefing paper examines the role of attorneys, and to a lesser extent advocates, in special education mediation. It

NOTE- 13p.; Capital Improvement Program document found at http://www.csc.cps.k12.il.us/capital.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Educational Facilities Improvement; Elementary Secondary Education; *Neighborhood Schools; *Public Schools
IDENTIFIERS- *Capital Improvements Programming

Guidelines are presented of the Capital Improvement Program (CIP) that illustrates to parents and community members of local school councils how they can advocate for and get real capital improvements to their local schools. A nine-step process is detailed for increasing capital investment in local schools. Steps include setting up a facilities committee, evaluating school building conditions and the building's influence on school environment, organizing for overcrowding, putting together a plan for capital improvements to the school, presenting the CIP to the local school council and the broader school community, and monitoring plan implementation. (GR)

ED 444 343 EF 005 749

Finney, David
Building, Expanding and Renovating Public Schools in Massachusetts: A Brief Owner's Guide to the Process.
PUB DATE- 99
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Facilities Improvement; Elementary Secondary Education; Guidelines; *Planning; *Public Schools; *School Construction; *School Expansion
IDENTIFIERS- *Massachusetts

This paper describes general educational facility improvement planing principles and how factors peculiar to Massachusetts affect the planning process, including a description of the roles of the owner, architect, and other building professionals. Chapters examine the first steps in school planning, the role of the architect in preliminary planning, the school building assistance program, time requirements of the design process, Massachusetts law and how it affects design and construction, the successful completion of school construction, and the owner's representation and project management. (GR)

ED 444 344 EF 005 751

Fielding, Randy, Ed.
An Interview with Cuningham Group's Bruce Jilk.
PUB DATE- 98
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Facilities Design; *Educational Facilities Planning; Elementary Secondary Education; Public Schools
IDENTIFIERS- *Learning Environments

ED 444 364   FL 026 356

Gibbs, Donna, Ed.; Krause, Kerri-Lee, Ed.
Cyberlines: Languages and Cultures of the Internet.
PUB DATE- 00
NOTE- 251p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Computer Uses in Education; Dialect Studies; English (Second Language); Foreign Countries; *Internet; Language Styles; *Language Variation; Lexicography; Linguistics; Literacy; Second Language Instruction; Second Language Learning; World Wide Web
IDENTIFIERS- Australia

This book analyzes the distinctive language and culture of the Internet. It offers a study of the fusion of linguistic, visual, and technological dimensions which characterize the World Wide Web. Recognizing that Internet language is being created at a prodigious rate, the authors set out to equip teachers and educators with a key to understanding the new language of the Internet. With expertise in communication, information technology, librarianship, lexicography, linguistics, and literacy, the contributing authors to this edited volume use diverse paradigms and disciplines to unlock the new discourses and cultures associated with the Internet. The book deals with cyberlanguage and its social and educational outcomes, patterns of metaphoric language, the new literacy skills in screen reading, or deciphering electronic text, electronic information searching (a new form of literacy), and the cyberself as a cultural identity. The book's 11 chapters are divided into three parts: "The Language of Cyberspace;" "The New Literacies;" and "Cultures and Communities in Cyberspace." Endnotes and scholarly references appear at the end of each chapter. An index is provided. (KFT)

ED 444 365   FL 026 357

McNeil, Aurelia
Computer-Assisted Instruction--Its Value to Second Language Learners.
PUB DATE- 00
NOTE- 66p.; Master's Thesis, Wayne State University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Computer Assisted Instruction; *Computer Uses in Education; High School Students; *Internet; Language Tests; Pretests Posttests; Questionnaires; Second Language Instruction; Second Language Learning; *Spanish; Student Attitudes; Teaching Methods; *Testing; Tests; Worksheets; *World Wide Web

This paper presents a descriptive examination of the effects of high school learners of Spanish who complete a series of Internet-based assignments using a popular online Spanish tutorial. The study is designed to measure the knowledge acquired from the World Wide Web by administering and comparing a pretest and a posttest to both a sample and a control group. The entire study is conducted in a suburban Michigan high school. Much of the rest of the thesis summarizes and analyzes the answers to a questionnaire used to ascertain students' (n=100) opinions and feelings regarding their computer-based assignments in the Spanish foreign language class. Extensive quotations from the questionnaires reveal students' varied

Grabe, Fredricka L. Stoller, Christine Tardy); and "Becoming Sociopolitically Active" (Linn E. Forhan, Mona Scheraga). (KFT)

ED 444 384 FL 026 376

Bruce, Nigel
Connecting Legal Discourse with Real World Concerns.
PUB DATE- 00
NOTE- 16p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (Vancouver, BC, Canada, March 14-18, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Chinese; College Students; *Content Area Reading; Discourse Modes; *English for Academic Purposes; English (Second Language); Foreign Countries; Higher Education; Language Usage; Lay People; *Legal Education (Professions); Reading Comprehension; Reading Instruction; Second Language Instruction; Second Language Learning; *Teaching Methods
IDENTIFIERS- Hong Kong; *Legal Language; Legal Writing

This paper reports on the strategies used by an English-as-a-Second-Language (ESL) teacher to help law students whose first language is Chinese in an English-for-law course learn and understand how to negotiate legal texts and ordinances and connect them with the concerns of people in the real world. The example of the recently enacted Human Organ Transplant Ordinance in Hong Kong is used to show how legal rhetorical objectives can be realized through a series of forensic tasks that connect with the real world concerns of both medical professionals and the lay relatives of transplant recipients. Underlying the paper is a philosophy of ESL teaching that prizes the interdependence of language and content, and the need to raise students' language awareness to maintain clear relevance to their legal studies--an approach aimed at sustaining student interest while raising their awareness of why ordinances are structured the way they are. Real-world case studies are used rather than textbook grammar exercises in order to weave the linguistic agenda into authentic contexts and purposes. Six appendices are included: "Legal Reasoning Moves in an Ordinance-Legislative 'Actions'"; "Circumstances, Conditions, and Exceptions--Hedging the Legal Action"; "First Four Sections of the Human Organ Transplant Ordinance"; an article from the English language Hong Kong press "Medical Bureaucracy Blamed for Fatal Delays, Pre-Transplant Deaths Anger Doctor"; "Two Routes to Amending the Human Organ Transplant Ordinance"; and "LegCo Subcommittee on Human Organ Transplant Ordinance, Extract from the Minutes of the Meeting of 8 Jan. 1999." (KFT)

ED 444 385 FL 026 378

Rueda, Robert S.; Monzo, Lilia D.
Apprenticeship for Teaching: Professional Development Issues Surrounding the Collaborative Relationship between Teachers and Paraeducators. Research Report.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.

Great Expectations: How Pennsylvanians View Higher Education.
SPONS. AGENCY- John S. and James L. Knight Foundation, Miami, FL.
PUB DATE- 00
NOTE- 17p.; For a report on the national survey, see HE 032 944.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Adults; College Role; *Education Work Relationship; *Educational Attitudes; Federal Aid; Focus Groups; *Higher Education; National Surveys; Relevance (Education); State Surveys; Student Costs; Student Financial Aid; Student Responsibility; Telephone Surveys; Value Judgment
IDENTIFIERS- *Pennsylvania

As part of broader national effort, 510 Pennsylvania adults were randomly surveyed in order to examine their attitudes toward higher education. In addition, a focus group was held in suburban Philadelphia. The four major findings of the research are that Pennsylvanians believe: (1) higher education is vitally important for success; (2) the process of earning a degree is inherently valuable to building the character of students and is not merely a symbolic exercise; (3) the main responsibility for success in higher education rests with the student, but institutions should help students who exhibit strong effort; and (4) paying for college is difficult but doable. The Pennsylvania survey complements a national telephone survey of 1,015 adults. Analysis showed that Pennsylvanians' attitudes do not differ significantly from those of the nation's as a whole, except that Pennsylvanians feel that poorer students have an easier time than middle-income students attending a four-year college; Pennsylvanians also strongly support making student loans from the federal government available more often. Three tables present statewide and national response data; a final section describes the methodology. (RAB)

ED 444 405   HE 032 944

Immerwahr, John
Great Expectations: How the Public and Parents--White, African American and Hispanic--View Higher Education.
SPONS. AGENCY- National Center for Postsecondary Improvement, Stanford, CA.; Consortium for Policy Research in Education, Philadelphia, PA.; Ford Foundation, New York, NY.
PUB DATE- 00
NOTE- 63p.; Produced with Tony Foleno. For a report on the Pennsylvania survey, see HE 032 943.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Access to Education; Adults; Blacks; College Role; *Educational Attitudes; *Ethnic Groups; High Schools; Higher Education; Hispanic Americans; National Surveys; *Parents; Paying for College; Racial Differences; Relevance (Education); Student Costs; Student Financial Aid; Student Responsibility; Telephone Surveys; Value Judgment
IDENTIFIERS- African Americans

In an effort to refute the claim that minority group parents do not value higher education as highly as other parents, this study surveyed 1,015 adults in the general public, as well as Hispanic (n=202), African American (n=202), and white (n=201) parents of high school students. Opinions centered around the following: (1) higher education is generally perceived as extremely important, especially to parents of high school

Education; *Institutional Cooperation; International Cooperation; *Medical Education; Medical School Faculty; *Medical Schools; Medical Students; School Holding Power; Special Needs Students; Student Attrition; Teacher Effectiveness; Teaching Models
IDENTIFIERS- Russell Sage College NY; University of Cape Town (South Africa)

This paper describes a 2-month project developed by the Sage Colleges (New York) and the University of Capetown Medical School in South Africa to help the medical faculty at the Capetown Medical School teach its newly diverse student body. The program is intended to improve student retention and it emphasizes the need for faculty to assure students coming from nonacademic backgrounds of their competence and to celebrate multicultural diversity in higher education. The paper offers narratives and descriptions of weekly interactive meetings between visiting faculty from Sage Colleges and the medical school faculty as they explore topics ranging from how to say hello in students' first language, to faculty's thoughts on teaching, to the different social conventions of various ethnic groups, to student learning difficulties. In addition, specific workshop topics were organized on: faculty teaching and curricular reform; various approaches to the lecture method, such as scaffolding and concept development; moving from large- to small-group teaching; using tutors and successful students as role models; multiple intelligence theory and its uses; multicultural teaching and attending to the cultures present in the classroom; and evaluation, testing, and assessment procedures. (HKA)

ED 444 424   HE 033 158

Hamrick, Florence A.; Stage, Frances K.
Community Activities, Educational Mentors, and College Predisposition Decisions of White, African American, and Hispanic Eighth Graders.
PUB DATE- 00
NOTE- 30p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Aspiration; Black Students; *College Attendance; *College Bound Students; *Community Involvement; Disadvantaged Youth; Higher Education; Hispanic American Students; Learning Motivation; *Mentors; *Minority Group Children; Models; Predictor Variables; Self Motivation; Student Characteristics; Student Motivation; White Students
IDENTIFIERS- *African Americans; *First Generation Students; National Education Longitudinal Study 1988

This study tested a causal model of student college predisposition that incorporated traditional measures of influences (parents' education, income, gender, parents' expectations, grades, school activities), as well as two additional influences (first-generation status and mentoring) identified in qualitative studies of pre-college through early college experiences of minority and low-income students. Specifically, the models examined the impact on explained variance in eighth-grade students' college predisposition decisions and sought to identify patterns among the selected variables for sub-groups of students. Data for the model was drawn from the National Education Longitudinal Study 1988; the

Ross, Linda
The Numeracy Workbook.
PUB DATE- 97
NOTE- 122p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Basic Education; *Arithmetic; *Daily Living Skills; Developed Nations; *English (Second Language); Foreign Countries; *Functional Literacy; Graphs; Instructional Materials; Learning Activities; *Literacy Education; Map Skills; Measurement; Migrant Adult Education; Numbers; *Numeracy; Second Language Instruction; Tables (Data); Workbooks
IDENTIFIERS- *Australia (New South Wales)

This workbook is intended for students at beginner and post-beginner levels of numeracy, especially those with limited literacy skills. It takes a thematic approach to numeracy learning with everyday topics like shopping, banking, transport, and sport. Number, space measurement, and graphic texts are covered in context, through sequential activities. Instead of a table of contents, a map of the book provides the following information in chart form for each of the 10 units: topic, texts (materials needed), number (skill), space (skill), measurement (skill), and data (skill). Unit topics are: (1) at the supermarket; (2) at the bank; (3) at the doctor; (4) on public transport; (5) going by car; (6) planning a barbecue; (7) going on a trip; (8) sport and leisure; (9) around the house; and (10) at work. Each unit contains a combination of discussion topics and written exercises. Answer keys are provided at the end of the workbook. (YLB)

ED 443 946 CE 079 412

Career Pathways Implementation Guide for Ohio's Career-Focused Education System.
PUB DATE- 99
NOTE- 54p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Articulation (Education); *Career Development; *Career Education; Career Planning; *Education Work Relationship; *Educational Planning; Educational Resources; Postsecondary Education; Relevance (Education); Secondary Education; State Programs; Vocational Education; *Work Experience Programs
IDENTIFIERS- *Ohio

This implementation guide for Career Pathways (an Ohio educational plan linking academic, technological, and occupational course work and other educational experiences, leading to a career specialty) is a resource for leaders planning and implementing career pathways in vocational education planning districts and school districts. The document outlines the rationale, definitions, processes, guidelines, and criteria for career pathways. It also identifies curricula and instruction criteria and funding implications. In addition, the guide describes delivery options for the Career Pathways plan. (Contains 13 references and 11 Web sites.) (KC)

ED 443 947 CE 080 355

Schools; Outcomes of Education; *Program Effectiveness; Program
Evaluation; *Research Methodology; Summative Evaluation;
*Vocational Education

IDENTIFIERS- *Carl D Perkins Vocational Technical Educ Act 1998;
Impact Studies; *National Assessment of Vocational Education

The Carl D. Perkins Vocational and Technical Education Act (Perkins III) directs state and local education providers to improve vocational and technical education programs. Most of these improvements are aimed directly at changing what teachers do and what and how students learn. The National Assessment of Vocational Education (NAVE) is charged with evaluating the impact of Perkins III and making a report to Congress by July 2002. Of chief interest to Congress is how these recommendations for program improvement are realized in high schools and how they affect what goes on in classrooms. This paper, written to inform NAVE, argues that to understand the quality and effects of curricular and teaching changes undertaken in response to Perkins III, the evaluation must focus on teachers and classrooms. This paper has three goals: (1) to examine the principal themes and issues related to assessing quality vocational education (with an emphasis on teachers and teaching); (2) to lay out a research plan to assess quality practice; and (3) to discuss the conceptual, methodological, and practical challenges to conducting the research. (YLB)

ED 443 985   CE 080 513

Stern, David

Targeted In-Depth Assessment of Promising Practices in Secondary Vocational Education: What Can NAVE Do? NAVE Design Papers.

PUB_DATE- 99

NOTE- 13p.; Paper presented at the Independent Advisory Panel
Meeting, National Assessment of Vocational Education (May 6-7,
1999). For related NAVE Design papers, see CE 080 512-516.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB_TYPE- Opinions/Personal Viewpoints/Position Papers/Essays
(120),Speeches, Conference Papers, "Papers Presented at..."
(150)

DESCRIPTORS- *Academic Achievement; Comparative Analysis;
Educational Assessment; Educational Research; Effective Schools
Research; *Program Effectiveness; Program Evaluation; Research
Methodology; *Role of Education; Secondary Education; Student
Evaluation; *Vocational Education

IDENTIFIERS- *National Assessment of Vocational Education

A proposed strategy for the National Assessment of Vocational Education (NAVE) uses school-wide data to identify secondary schools where students' academic achievement has been improving at a relatively fast rate and those where it has not. Schools with the most involvement in vocational education can be selected from the two groups. These two sets of schools can then be compared in depth to describe how vocational education is being used. The in-depth study can supplement measures of academic achievement with other measures of student attainment. Results would answer whether secondary schools where student academic achievement is improving at a relatively rapid rate organize and deliver vocational education differently than do schools where student achievement is not improving as fast and whether they have higher levels of student attainment in work-related knowledge and skill. Possible sources of data for identifying schools are accountability systems developed in various states to monitor school improvement and networks. On-site observations and interviews would describe how vocational

Preston, Debra S.
Using the McDaniels Career Transitions Considerations (1991) (Modified) Form with Potential Temporary Employees.
PUB DATE- 00
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adults; *Career Change; Dislocated Workers; Employee Attitudes; *Employment Patterns; Employment Practices; Part Time Employment; *Quality of Working Life; Research Methodology; *Temporary Employment; *Test Use; Testing

With the many layoffs and downsizing of companies during the 1990s, many displaced workers have turned to temporary employment to earn a living while looking for permanent employment. Others have adopted "temping" as a more long-term work style. Although it may not be possible to predict whether an individual will find satisfaction or dissatisfaction with temporary work, it may be possible to use the McDaniels Career Transition Considerations (Modified) form to assist an individual in exploring his/her reasons for entering the temp world of work. This form was originally designed for clinical use with persons contemplating a career transition, and it has been specifically modified to address temporary workers. The form consists of nine scales measuring factors of health, finances, family, place of residence, work options, leisure options, personal issues, networking issues, and other issues. These factors were identified by Sacco (1994) as important to today's temporary work force. Counselors should instruct clients to rank order the factors in order of importance in transition. The counselor should then interpret the probable impact that temporary work will have on the salient factors. The form is a non-standardized instrument. It has been used to investigate the planning of persons seeking temporary work, with the findings suggesting that people seek temporary work as a result of transitions, work options, and family issues, and that temporary workers who were better planners in the transition experienced more job satisfaction. (Contains 15 references.) (KC)

ED 443 984   CE 080 543

Pavetti, LaDonna; Olson, Krista; Nightingale, Demetra; Duke, Amy-Ellen; Isaacs, Julie
Welfare-to-Work Options for Families Facing Personal and Family Challenges: Rationale and Program Strategies.
SPONS. AGENCY- Office of the Assistant Secretary for Planning and Evaluation (DHHS), Washington, DC.; Administration for Children and Families (DHHS), Washington, DC.
PUB DATE- 97
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Basic Education; Basic Skills; Employment Potential; *Employment Programs; Entry Workers; Family Financial Resources; *Family Problems; *Family Programs; Federal Legislation; Job Training; Models; *Program Design; Program Development; State Programs; Substance Abuse; *Welfare Recipients; *Welfare Services
IDENTIFIERS- *Welfare to Work Programs

PUB DATE- 99
NOTE- 48p.; For other ITAC documents, see CE 080 570-577.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Education; Adjustment (to Environment); Career Development; *Career Education; Career Planning; Communication Skills; Competence; *Competency Based Education; *Core Curriculum; Critical Thinking; Education Work Relationship; Employment Qualifications; Guidelines; *Integrated Curriculum; Interpersonal Competence; Job Skills; Money Management; Partnerships in Education; Problem Solving; Relevance (Education); School Business Relationship; Secondary Education; Skill Development; *Statewide Planning; Systems Approach; Teaching Guides; Technical Education; Thinking Skills; Time Management; Transfer of Training; *Vocational Education; Wellness; Work Attitudes; Work Environment
IDENTIFIERS- Contextualized Instruction; *Ohio

This document introduces the underlying principles and components of Ohio's Integrated Technical and Academic Competencies (ITAC) system of career-focused education, which combines high-level academics and technical skills with a real-life context for learning that maximizes students' present and future academic and career success. The document begins with an overview of the following elements that, together, constitute the ITAC system: (1) core ITAC (51 competencies organized into six strands essential for all careers and sample work-related scenarios); (2) career cluster ITAC (foundation competencies common to related occupations or industries and sample work-related scenarios); and (3) specialization ITAC (55 competencies and sample scenarios critical to success in a specific industry or occupation within a career cluster). Provided next are guidelines for using the ITAC. Each of the next six sections present expectations, competencies, and scenarios for one of the ITAC system's six strands, which are as follows: solving problems and thinking skillfully; communicating effectively; applying technology; working responsibly; planning and managing a career; and managing resources. Concluding the document is a table detailing connections with the following academic areas in the core ITAC: the arts, mathematics, social studies, language arts, foreign language, and science. (MN)

ED 444 001 CE 080 570

Arts & Communication Career Cluster ITAC for Career-Focused Education. Integrated Technical & Academic Competencies.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Career-Technical and Adult Education.
PUB DATE- 99
NOTE- 89p.; For other ITAC documents, see CE 080 569-577.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Education; *Art; Art Education; Behavioral Objectives; Career Development; *Career Education; Career Planning; Communication Skills; *Communications; Competence; *Competency Based Education; Core Curriculum; Critical Thinking; Education Work Relationship; Employment

improving practice and enhancing the standing of the FE sector. It focuses on the essentials, affirms good practice, provides a reference point in times of change, and counterbalances narrow instrumentalism and fragmentation. The code is intended to provide a basis for dialog and a framework for articulating values and clarifying mutual expectations. This paper is organized in sections that cover the following: (1) introduction, the code; (2) issues raised in developing the code; (3) the challenges of adapting and adopting the code; (4) guidelines for using the code; (5) applications of the code in the learning environment; (6) feedback from pilot colleges; and (7) 20 possible sources of information and other codes. (KC)

ED 444 017   CE 080 591

Zandniapour, Lily
SEDLP Research Brief No. 1: Key Findings from the Baseline Survey of Participants. The Sectoral Employment Development Learning Project.
SPONS. AGENCY- Ford Foundation, New York, NY.; Annie E. Casey Foundation, Baltimore, MD.; Mott (C.S.) Foundation, Flint, MI.
PUB DATE- 00
NOTE- 20p.; Produced with Kathy Ade.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; Adults; Disadvantaged; Employment Experience; *Employment Programs; Ethnic Groups; Females; Immigrants; *Job Training; Longitudinal Studies; *Outcomes of Education; *Participant Characteristics; Postsecondary Education; *Program Effectiveness; Skill Development
IDENTIFIERS- Baseline Data

Sectoral employment training programs attempt to provide disadvantaged people with good jobs that pay living wages and offer opportunities for advancement, using innovative approaches to employment training and interacting with industries to create systemic change in labor markets. The Sectoral Employment Development Learning Project (SEDLP) is a participatory learning assessment launched in April 1997, and expected to be completed in September 2002, intended to document and assess the practice and outcomes of six leading sectoral programs in urban areas across the United States. One component of the SEDLP is a longitudinal survey of 732 participants from these training programs. An initial baseline survey of these participants suggests that trainees are typically economically disadvantaged and face multiple barriers to employment. Some of the findings of that survey include the following: (1) 65 percent of program participants are women and 92 percent are members of minority ethnic or racial groups, many being immigrants with language barriers; (2) most clients are in their prime working years and average 34 years of age; (3) although at least one-third of the participants have participated in training before, previous training experiences have not translated into better and more stable jobs for them; (4) many participants have long but interrupted work histories; (5) 37 percent received food stamps or other food supplement programs; (6) 50 percent of program participants completed training; and (7) the programs placed 74 percent of the participants who were employed after the program, with hourly wages and hours per week work increasing by about one-third for workers who completed the programs and secured employment. (KC)

ED 444 018   CE 080 595

Materials (070),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Access to Education; Administrator Attitudes; Case Studies; College Programs; Computer Assisted Instruction; *Developing Nations; *Development Communication; *Distance Education; *Economic Development; Educational Administration; Educational Finance; Educational Philosophy; *Educational Policy; Foreign Countries; Mass Media; Nonformal Education; *Open Education; Open Universities; Postsecondary Education; Relevance (Education); Sociocultural Patterns; Teacher Education
IDENTIFIERS- Invisible Colleges

This book contains 10 chapters that analyze and synthesize the progress of open and distance education (ODE) in the developing world. Most chapters include case studies of programs in a variety of countries. "Introduction: Golden Goose or Ugly Duckling" briefly delineates the history of the field. "Nonformal Education: The Light That Never Shone" describes efforts to use mass media for out-of-school education. "Schooling: The Door Is Ajar" traces the use of ODE methods to expand access and improve the quality of education. The effects, outcomes, and costs of postsecondary distance education are covered in "Teachers: Educating the Largest Profession" and "Higher Education: Beyond the Courtyard Wall." The cost-effectiveness of ODE is analyzed in "Costs: What the Figures Say." "Technology: After Gutenberg and Turing" cautions that new technologies afford risks as well as benefits to the educational enterprise. "Globalisation: And Culture Follows Trade" compares the effect of international and national bodies on ODE and describes the role of the "invisible college" in the spread of innovations. "Political Economy: Who Benefits, Who Pays?" suggests that the low prestige of ODE has limited the ability of its practitioners to effect social change. "Legitimacy: A Solution or a Problem" concludes that ODE has offered more benefits than its detractors admit and can be improved to rival the quality of conventional education. The book contains a table of currency values, endnotes, and a bibliography listing 302 references. (KC)

ED 444 034   CE 080 617

Prestoungrange, Gordon, Ed.; Sandelands, Eric, Ed.; Teare, Richard, Ed.
The Virtual Learning Organization: Learning at the Corporate University Workplace Campus.
PUB DATE- 00
NOTE- 249p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Access to Education; *Business Administration; Computer Uses in Education; Corporate Education; *Distance Education; Education Work Relationship; Educational Needs; Employer Employee Relationship; Experiential Learning; Foreign Countries; Higher Education; Inplant Programs; *Internet; Labor Force Development; *Lifelong Learning; *On the Job Training
IDENTIFIERS- *Learning Organizations; *Virtual Universities

This three-part book contains 17 chapters that seek to explore and establish the framework around which global organizations might embed their own corporate virtual university. Part 1: Design Issues, contains the following chapters: "Customer Orientation and Motivation: The Key to Effective Learning Organizations" (Gordon Prestoungrange); "Barriers To Entry: Implications for Private Finance Initiatives in University Provision" (Peter Watson); "Sustaining Learning Capture in Unstable Workplaces" (Gordon Prestoungrange); "Assessing the of skill levels. Employment is compared with employability, since with the growth of the global economy many new factors are influencing a person's preparation for work. Several questions consider the international approaches to the preparation of workers. In relation to this, there is discussion on the issues of curriculum, school and university preparation, support services, and roles of the employer. Schools in the United States and Germany are compared as to how they are preparing young people for work, and how transition services and employers factor into the different approaches. The paper concludes that the examination of influences, purposes, and mechanisms related to preparation of work brings forth many policy issues. Several policy issues are detailed, including how preparation for work can be centralized in national policy, how policy can reinforce employer involvement, and whether policy should consider requirements designed to ensure every student is guaranteed placement. (Contains 23 references.) (JDM)

ED 444 053 CG 030 148

Offer, Marcus
The Impact on Career Delivery Services of Information and Communications Technology.
PUB DATE- 00
NOTE- 16p.; In: Making Waves: Career Development and Public Policy. International Symposium 1999 Papers, Proceedings, and Strategies (Ottawa, Ontario, Canada, May 2-4, 1999); see CG 030 145.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Vocational Education; *Career Counseling; Career Information Systems; Computer Oriented Programs; *Computers; *Counselor Client Relationship; Counselor Training; Higher Education; Humanism; Information Sources; Technological Advancement

There is a growing demand for career guidance to be delivered by computers. Recruiters feel that college career centers should keep up with technological advances of the business world. A survey by Behrens and Altman (1998) found that 80 percent of college students would rather gain career information from a computer than a book. The implications of the changing content are far reaching. Tait (1999) describes two categories of concern. The first questions the value to the client of the one-to-one interview, and the second questions whether all resources can be safely left to the client's understanding and control. The paper concludes that the human-machine contrast is not helpful as a guide to policy. In considering the implications for practitioner training, the primary concern is whether or not counselors know how to use the system. The paper questions whether career counselors of the future should be prepared to create their own Web pages, evaluate Web sites, participate in careers guidance-related listservs, and use computer-assisted guidance programs of all kinds. It will also be important for counselors to improve their genuinely human guidance skills, something that cannot be replaced by technology. (Contains 19 references.) (JDM)

ED 444 054 CG 030 149

Amundson, Norman E.

Global Approach; *Government Role; Job Training; *Labor Force Development; Mass Media Role; Political Influences; Technological Advancement

The four theme papers prepared for the International Symposium on Career Development and Public Policy served as an organizing framework for discussion. The theme papers were on the following topics: (1) Preparation for the World of Work; (2) the Impact on Career Delivery Services of Information and Communications Technology; (3) Connecting Career Development and Public Policy with Counseling Process Issues; and (4) Career Development and Public Policy: The Role of Values, Theory, and Research. The agenda for the symposium maintained a balance between providing information and creating opportunities for discussion. The first two days were devoted to setting the context and clarifying issues. The third day focused on creating a vision for the future that reflected the major policy and program planning elements that emerged. The goal was to create an international action plan that contained national follow-up action components. Key issues for the future include the importance of building a bridge between policy and practice; creating a clear definition of policymakers; promoting practitioners to become involved in creating policy; and understanding the significant role of the press in influencing policymakers. An edited synopsis of the presentations and discussions is provided. (JDM)

ED 444 072   CG 030 171

Pickens, David Miles
Predicting Ministerial Effectiveness: A Review of Empirical Research.
PUB DATE- 00
NOTE- 65p.; Doctoral Research Paper, Biola University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Administrator Effectiveness; *Clergy; Interpersonal Relationship; *Job Performance; Job Satisfaction; *Leadership Responsibility; Literature Reviews; Personality Assessment; Personality Measures; Psychological Evaluation; Research Problems; Teacher Role
IDENTIFIERS- Minister Role

To comfort, educate, enlighten, and even entertain are some words used to describe the role of a minister, but how to determine a minister's effectiveness is a complicated task. The literature on what constitutes an effective minister can be described by four broad categories: the minister's personality, motivations and personal preferences, leadership, and interpersonal characteristics and perceptions. Input from psychologists in helping to determine the profile of who is suitable for the ministry increasingly is becoming more important. A summary of the pastors' motivations and personal preferences concludes that assessment should consider attitudes and behaviors related to conduct of the minister, rather than personality. In considering leadership style, several cited studies concurred that leadership skills predict ministerial effectiveness across the various functions. In the summary on interpersonal characteristics and perceptions, there were few correlations between ministers' self-ratings and parishioners' ratings. The paper concludes that effective ministry does not appear to be reducible to personality traits, or to patterns of motivation, leadership ability, or interpersonal relations. It notes that the evolving nature of the minister's job makes the task of understanding and promoting ministerial effectiveness a

The past decade has seen an increase in public awareness about the need to commit more resources to aid students in their transitions from school to work, but most high school career counselors have responsibilities which preclude them from spending time on individual career counseling. This paper describes a project designed to determine if a piloted one-year career exploration class for high school seniors improved their career development compared to students who did not complete the class. The results demonstrated that the intervention significantly improved students' awareness and career exploration behaviors. After the intervention, 56% of the experimental group scored in the High Profile Type for both attitude and knowledge compared to 16% of the control and 22.7% of the national norm. The change between pre- and post-test career development knowledge scores was not significant and several factors are given for possible influences, including the fact that initial scores were already in the 49%, and the higher the benchmark, the more challenging it is to achieve improvement. The paper concludes that a year-long connection between students and teacher in a classroom environment may be an excellent way to stimulate career development. (Contains 14 tables and 29 references.) (JDM)

ED 444 094   CG 030 254

Kellam, Sheppard G.; Prinz, Ron; Sheley, Joseph F.
Preventing School Violence: Plenary Papers of the 1999 Conference on Criminal Justice Research and Evaluation--Enhancing Policy and Practice through Research, Volume 2. National Institute of Justice Research Forum.
PUB DATE- 00
NOTE- 68p.; Foreword by Julie E. Samuels.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Adolescents; Elementary Secondary Education; Policy Analysis; *Prevention; Public Schools; Research and Development; *Violence; Weapons; Youth Problems

This booklet contains conference presentations from the 1999 National Institute of Justice's research forum on preventing school violence. The theme of the conference was "Enhancing Policy and Practice through Research." Three researchers were asked to speak on topics of school violence since effective preventive policy and practices are increasingly needed. The three speakers demonstrated the concept that policy grounded in research promises to be most effective when it draws on a range of disciplines. Sheppard G. Kellan, public health psychiatrist, discussed the importance of community involvement in designing prevention programs. Ron Prinz, psychology professor, offers insights of psychology and the importance of considering developmental perspective in prevention. Joseph Sheley, sociologist, looks at weapons carrying by youth and the ways schools have lowered weapons-related incidents. (Contains 91 notes and 4 tables.) (JDM)

ED 444 095   CG 030 255

Newgent, Rebecca A.; Fender-Scarr, Lisa K.
Beyond Curriculum: The Development of a Counselor Educator.
PUB DATE- 99
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-

ED 444 115   CS 014 025

McCarthy, Kenneth E.
Why Thomas Can Read: A Complete Tutorial. Prevents & Remedies
  Reading Disabilities.
PUB DATE- 00
NOTE- 200p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
  Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Beginning Reading; Elementary Secondary Education;
  *Phonics; *Reading Difficulties; *Reading Instruction; *Reading
  Readiness; *Reading Skills; Teaching Methods
IDENTIFIERS- Reading Anxiety; *Syllabication Ability

This book discusses the background and origins of reading problems, including poor reading instruction and frustrations of different instructional methods. The book presents a complete method for teaching basic skills needed in reading. Part 1 (What Every Parent Should Know about Learning To Read) contains the chapters: "Does My Child Have a Reading Problem?"; "Thomas and the Hornbook"; "Why Reading Problems Aren't Recognized at School"; "Reading Readiness"; and "Testing Results." Part 2 (The McCarthy Method--A Complete Tutorial) includes the chapters: "The Alphabet"; "Spelling and Phonics--A Syllable at a Time"; "Associating Spelling with Reading"; "Introduction to Syllabication"; "Syllabication Exercises"; "Basic Skill Review"; "Mechanics of Reading"; "Developing Speed and Comprehension"; "Stories for Beginning Readers"; and "Reinforcing Basic Skills." (Contains 39 references. Appendixes contain information on reading habits of Polynesian children from Tonga, a reading questionnaire check sheet, and a sample lesson plan sheet.) (EF)

ED 444 116   CS 014 028

Humphrey, Jack W.
Impact Evaluation of School Library Printed Materials Grant, 2000.
PUB DATE- 00
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; *Library
  Circulation; *Library Collection Development; *Library Funding;
  Library Statistics; Reading Material Selection; *Recreational
  Reading; *School Libraries; *State Aid
IDENTIFIERS- Indiana; *Library Growth

A study examined the impact of state funding on school library programs in Indiana. Subjects included 1,479 city, suburban, and rural schools which completed survey forms. Results indicated that rural schools had the highest number of books purchased, highest circulation, and highest reading scores. Findings suggest that an average purchase of two books per student per school year is needed to keep library collections current; and that the new books purchased through state funding improved library collections and circulation statistics. (Contains 9 tables of data, and a sample survey form.) (EF)

ED 444 117   CS 014 041

Wilcox, Bonita L.; Wojnar, Linda C.
Best Practice Goes Online.
PUB DATE- 00

DESCRIPTORS- Academic Achievement; Case Studies; Disadvantaged Schools; Disadvantaged Youth; Discourse Analysis; Discourse Communities; Elementary Education; Foreign Countries; *Literacy; *Report Cards; *Student Development; *Student Evaluation
IDENTIFIERS- Australia; Identity Formation; *Teacher Language; *Teacher Writing

Despite the considerable attention given to literacy assessment, there has been very little examination of one of the most common assessment and reporting practices; namely, the teacher written report card. What kinds of literate subjects are constructed in teachers' written assessments of students and what are the effects for different students? This paper considers what counts officially as literacy in one small school serving a socioeconomically disadvantaged community. Through the examination of teacher written report cards, the paper shows how literacy assessments draw on a multiplicity of discourses in compiling the literate student. In the paper, this analysis indicates the ways in which educational discursive practices have specific local effects on the assessment of children's literacy and consequently on the ways in which students' identities are constituted in terms of success and failure. In particular, the paper traces the primary school career of one student as documented in the report archive. A post-structuralist discourse analysis of the local up-take of forms of "official knowledge" can provide hard insights concerning the differential material effects and unanticipated consequences of discursive practices on students' educational trajectories. Using such an approach in the paper demonstrates how children may be unwittingly disadvantaged despite teachers' best intentions and commitments to progressive pedagogical theories. (Contains 2 figures and 30 references.) (NKA)

ED 444 137   CS 014 083

Comber, Barbara
Making Use of Theories about Literacy and Justice: Teachers Re-Searching Practice.
PUB DATE- 99
NOTE- 12p.; Paper presented at the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Action Research; *Educational Practices; Educational Research; Feminist Criticism; Foreign Countries; *Literacy; *Teacher Researchers; *Teacher Role; *Theory Practice Relationship
IDENTIFIERS- Bourdieu (Pierre); Collaborative Research; Foucault (Michel); *Social Justice; Theoretical Orientation

This paper explores the way teachers make use of and work on theory to disrupt and ultimately improve everyday educational practice. The paper argues that teachers working on and with theory can and do generate new forms of educative practices in the field of literacy education, which are based on explicit standpoints towards social justice in specific localities such as diverse and low socioeconomic communities. To make this case and to illustrate particular practices and effects, the paper draws briefly on the author's own history as a teacher-researcher in the 1970s, but mostly it refers to subsequent collaborative research with teachers and the work of two extension activities using the letters, patterns, and word sets. The fast-paced and supportive structure of MWW-LP keeps the activity lively and enjoyable while giving students practice and insight in learning about new words in their reading. (Contains 10 references and 4 figures. Additional sample lessons and a blank MWW-LP form are attached.) (EF)

ED 444 157 CS 217 203

Wray, David; Lewis, Maureen
An Approach to Factual Writing: An Invited Article.
PUB DATE- 98
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Cohesion (Written Composition); *Discourse Modes; Elementary Secondary Education; *Writing Instruction; *Writing Processes; *Writing Strategies
IDENTIFIERS- Genre Approach; *Writing Models

This article suggests one way of categorizing types of factual writing and introduces a teaching strategy for developing students' awareness of structural and language features of many factual genres. It is based on genre theory and the idea that generic structures of texts are determined by the purpose of the text. Six nonfiction genres are identified: recount, report, procedure, explanation, persuasion, and discussion. Like the prompting of dialogue in speech, young writing students benefit from prompting by their instructors in the writing process. Two models are suggested for writing instruction, including the steps: (1) demonstration (teacher modeling); (2) joint activity (collaborative writing); (3) scaffolded activity (supported writing, in one model only); and (4) independent activity (independent writing). Writing frames are also suggested as particularly useful for average writers and those with writing difficulties, and they constitute a basic outline given to students to guide their nonfiction writing. (Contains 18 references.) (EF)

ED 444 158 CS 217 204

Rasinski, Timothy
Making and Writing Words.
PUB DATE- 99
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Education; *Instructional Materials; *Learning Activities; *Reading Instruction; *Spelling; *Word Recognition; *Writing Skills
IDENTIFIERS- Spelling and Writing Patterns

Making and Writing Words is a variation of Making Words, a popular spelling and word study instructional activity. In Making and Writing Words, students are guided by their teacher in writing and sorting words using a limited set of letters, then students write the words on a sheet of paper designed to accommodate the activity. Teachers have found that the activity is engaging and helpful in developing students' proficiency in word recognition and spelling. (Author/EF)

ED 444 159 CS 217 205

ED 444 177   CS 217 228

Close, Elizabeth, Ed.; Ramsey, Katherine D., Ed.
A Middle Mosaic: A Celebration of Reading, Writing, and
  Reflective Practice at the Middle Level.
PUB DATE- 00
NOTE- 142p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Middle Schools; Reading Difficulties; *Reading
  Instruction; *Reflective Teaching; Spelling Instruction;
  *Teacher Effectiveness; *Teacher Improvement; Team Teaching;
  Thematic Approach; *Writing Instruction

Offering 16 essays by presenters at the first Middle School Mosaic (held in Detroit, Michigan, in 1997), this book connects the themes of literacy, reflective practice, and the special characteristics of middle level teaching. In the first section, Literature and Literacy at the Middle Level, the authors examine questions of literacy by looking at ways to improve reading, broaden the definitions of literacy and literature, and address important issues through choices of literature. In the second section, Reflective Practice in the Middle, the authors focus on ways in which teachers can learn more about themselves, their students, and the ways to support students so that students can, in turn, learn more about themselves and each other. The writers in the third section, The Nature and Needs of Students at the Middle Level, give readers a glimpse of middle level concerns and address the needs of both middle level students as they struggle with who they are, and educators as they struggle with the day-to-day growth of their students and provide a learning environment conducive to a population in transition. Essays in the book are: (1) "When Reading Is Stupid: The Why, How, and What To Do about It" (Jeffrey D. Wilhelm); (2) "From Hall Talk to Classroom Talk to Book Talk: Helping Struggling Readers Connect to Reading" (Kylene Beers); (3) "Teaching Literature through Thematic Units" (Mary Santerre); (4) "Nonfiction and Young Readers" (Robert C. Small, Jr.); (5) "Literature and Lessons of the Holocaust: Theory and Practice" (Marlene B. Hartstein and Karen Zelde Schejtman Sultan); (6) "Telling Lewis Hine's Story: Russel Freedman's 'Kids at Work'" (Myra Zarnowski); (7) "Footprints in the Mud: Reading Science" (Petey Young); (8) "Sweating the Small Stuff: When Spelling Is More Than Small Stuff" (Rebecca Bowers Sipe); (9) "Literacy Narratives" (Cathy Fleischer), "Literacy Narratives: Knowing Students" (Jennifer Hannick Walsh), and "Literacy Narratives: Working with Parents" (Julie A. King); (10) "The Writer's Notebook: A Place To Think" (Janet Angelillo and Anna Danon Reduce); (11) "The Middle Schooler" (Jim Johnston); (12) "A Habit of the Heart: Service Learning" (Martha M. Magner); (13) "Interdisciplinary Teaming in the Middle School" (Lois T. Stover); (14) "Advisory: Building Relationships" (Martha M. Magner); (15) "Middle Level Teacher Preparation" (Judith A. Hayn); and (16) "Vertical Connections" (Lanny van Allen). Appendixes provide a brief history of the Middle School Mosaic, and the conference program. (RS)

ED 444 178   CS 217 229

Wollman-Bonilla, Julie
Family Message Journals: Teaching Writing through Family
  Involvement.

within it, the processes of ideas and practicality can operate in unison. Highly creative children have different learning patterns and divergent thinking skills, and many children in the classroom exhibit high creativity. Teachers must take this into account and utilize a creativity approach, teaching children that to be creative and different is to be truly outstanding. (Contains 14 references.) (EF)

ED 444 198   CS 510 376

Madsen, Thomas O.
Sproglyde: fysiske kontinua og mentale kategorier (Language Sounds: Physical Continua and Mental Categories). Odense Working Papers in Language and Communication, No. 20.
PUB DATE- 00
NOTE- 181p.
LANGUAGE- Danish
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Auditory Perception; Brain Hemisphere Functions; Communication Research; Higher Education; *Language Processing; Language Research; Psycholinguistics
IDENTIFIERS- *Categorical Perception; *Dichotic Listening

This study presents an empirical investigation of basic processes in the perception of speech sounds. The experimental methods applied have their roots in two different psycholinguistic research paradigms; i.e., "categorical perception" and "dichotic listening." In the categorical perception paradigm, listeners' categorization of speech sounds is compared with their ability to discriminate speech-like stimuli forming a physical continuum (such as the range between a T-sound and a D-sound). In the dichotic listening paradigm, differences in listeners' identification of speech stimuli presented to either left or right ear are interpreted as the result of hemispheric lateralization. Extensive results include the following: (1) the acoustic consonant-continuum revealed a high degree of categorical effect; (2) when the same acoustic continuum was presented in the dichotic listening experiment, subjects showed a markedly better ability to identify stimuli presented to the right ear than stimuli presented to the left ear; (3) on the other hand, the acoustic vowel-continuum revealed no categorical effect at all; and (4) similarly, no general dichotic effect was found when the same vowel-continuum was presented in the dichotic listening experiment. Findings suggest that there exists a clear connection between the categorical and the dichotic effect. (Contains 211 references and 51 figures of data. An appendix contains acoustic analyses of synthetic vowel-continua.) (SR)

ED 444 199   CS 510 377

Glaser, Hollis F.; Radliff, Angela J.
Integrating Service Learning into the Communication Capstone Course.
PUB DATE- 00
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Course Descriptions; Higher Education; *Service Learning; *Speech Communication; Student Attitudes; Teacher Attitudes
IDENTIFIERS- Capstone Courses

international setting underscores the interrelatedness of state practices with larger sets of cultural and economic relations that exist among nations. It is claimed that by studying educational reforms as an arena of political conflict, researchers may develop a social theory that is historically grounded. The regional cases focus on the policies of the European Union, restructuring efforts in Latin America, and family, child welfare, and childhood policies in Eastern Europe. In addition, specific studies of national changes in Argentina, Great Britain, Germany, Russia, Tanzania, South Africa, and the United States are presented. (Contains an index.) (RJM)

ED 444 221 EA 030 507

Briggs, Danielle
Managing Leadership Transitions in Education Partnerships. Final.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 13p.; Prepared with Kate Rix.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Change Strategies; *Educational Change; Educational Policy; Elementary Secondary Education; *Instructional Leadership; *Labor Turnover; *Partnerships in Education; Policy Formation; School Restructuring

This brief, which is part of a series of concept papers on educational partnerships, focuses on changes in leadership. The paper offers strategies for addressing turnover in key personnel in both existing and developing alliances and provides some suggestions for sustaining collaborative partnerships over time. It states that leadership transitions do not have to be disruptive, and that by bringing in a new member, planning ahead, and building a more sustainable alliance, partnerships can cope with a transition in leadership. The article suggests that leadership is not restricted to personnel at the top--it can be any person who plays a guiding, mobilizing role. When a key person leaves, successful alliances immediately acknowledge the void and begin to find ways to work through the transition. By expressing and resolving different viewpoints about the departure, partners can develop a clearer understanding of their vision. In addition to responding quickly, they should develop a strategy for identifying the next steps to take and then focus on reducing tensions created by the change. When a new leader is brought into the partnership, he or she should be provided the background of the partnership and be given time to become familiar with how the partnership works. (Contains 11 references.) (RJM)

ED 444 222 EA 030 508

Mawdsley, Ralph D.
Legal Problems of Religious and Private Schools. Fourth Edition. Monograph Series, No. 65.
PUB DATE- 00
NOTE- 296p.; For Number 64 in the series, see ED 432 179.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

Class Size Reduction in California: The 1998-99 Evaluation Findings.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Class Size; Educational Strategies; Elementary Education; Program Effectiveness; Program Evaluation; Teacher Student Ratio; *Teaching Methods
IDENTIFIERS- *California; *Class Size Reduction

This report discusses the results of the third year--1998-99--of California's Class Size Reduction (CSR) program. Assessments of the program show that CSR was almost fully implemented by 1998-99, with over 92 percent of students in K-3 in classes of 20 or fewer students. Those K-3 classes that had not been reduced in size were concentrated in districts serving high percentages of minority, low-income, or English-learner (EL) students. The average qualifications of California teachers declined for all grade levels, but the declines were worse in elementary schools. Although the qualifications of K-3 teachers continued to decline, it was at a slower rate than in the past. Declines in teacher qualifications were mirrored in grades 4 and 5. Curriculum and instruction were mostly similar regardless of class size, though teachers in reduced-size classes spent more time working individually with students during mathematics and language arts lessons than did their counterparts in nonreduced-size classes. Student achievement did improve in the reduced-size classes, and these positive gains were evident with all students, regardless of their backgrounds. These positive effects continued in grade 4 and regular-size classes. Finally, programs serving EL students and special-education students were affected by the transfer of teachers from these areas into regular classes. (RJM)

ED 444 241   EA 030 559

McDowell, Lena; Sietsema, John
Directory of Public Elementary and Secondary Education Agencies, 1997-98.
PUB DATE- 00
NOTE- 799p.
LANGUAGE- English
EDRS Price- MF05/PC32 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Demography; Elementary Secondary Education; *Enrollment; Government Publications; *Public Schools; School Personnel; Special Classes; *Statistical Data
IDENTIFIERS- Grade Span Configuration; *National Center for Education Statistics

The National Center for Education Statistics (NCES) collects selected data from state education agencies about all public elementary and secondary schools and education agencies in the 50 states, the District of Columbia, and the 5 outlying areas: American Samoa, Guam, Commonwealth of the Northern Mariana Islands, Puerto Rico, and the Virgin Islands. Information is also provided by the U.S. Department of Defense (DOD) on its dependents schools overseas. Information on the universe of public schools and education agencies is collected annually through the NCES Common Core of Data (CCD) surveys: (1) Public Elementary/Secondary School Universe Survey; (2) Local Education Agency Universe Survey; (3) State Nonfiscal Survey of Public Elementary/Secondary Education; (4) National Public Education Financial Survey; and (5) School District Financial budgets and maximize their resources of time, talent, and funds. The guide outlines the components of the integrated planning process: shared vision, data collection, analysis and gap analysis, integrated action plan, reflection, evaluation, and refinement. A worksheet for data collection and analysis, a template for completing an action plan, and a budget worksheet are included. (DFR)

ED 444 262   EA 030 585

Illinois Charter Schools: Seeds for Change. Annual Report on Illinois Charter Schools, 2000.
PUB DATE- 00
NOTE- 43p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Charter Schools; *Demography; Educational Change; Elementary Secondary Education; *Ethnic Distribution; Government Publications; Public Schools; *Racial Balance; *Special Classes; *State Boards of Education
IDENTIFIERS- Illinois State Board of Education

This document consists of a series of questions generally asked about charter schools. Charter-school personnel provided a major portion of the information. The questions are as follows: "What are charter schools?" "What do Illinois charter schools look like?" "What flexibility do charter schools have?" "How are charter school students achieving?" "How do parents view these schools of choice?" "Have charter schools been successful in Illinois?" "What lessons have been learned about starting a charter school?" "What instructional practices can charter schools share after two years?" "What's been the greatest challenge for charter schools this year?" "Have any charter schools closed?" "Were there any special charter school activities in 1998-99?" "What statutory changes are suggested for charter schools?" "What does the future look like for charter schools in Illinois?" "Does Illinois evaluate charter schools?" Attachments include a list of the 1998-99 charter schools in Illinois and the "Final Report of the 1999 Joint Legislative Committee on Charter Schools Hearings." (DFR)

ED 444 263   EA 030 586

Weidler, David; Spinner, Nancy; Hanselman, Frank
State, Local and Federal Financing for Illinois Public Schools, 1998-99.
PUB DATE- 99
NOTE- 194p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Finance; Elementary Secondary Education; *Federal Aid; *Federal Programs; *Financial Support; Government Publications; Higher Education; *Local Government; Preschool Education; Public Schools; School District Reorganization; *State Aid; Tables (Data)
IDENTIFIERS- Illinois State Board of Education

This publication serves as a source document that provides a basic understanding of Illinois school finance. It supplies information on the sources and amounts of funds available for prekindergarten through postsecondary education in Illinois common schools. The publication contains a summary of fiscal

*Symptoms (Individual Disorders)

This booklet for parents of children with attention deficit hyperactivity disorder (ADHD) provides information on the disorder. Sections address the symptoms and causes of ADHD, social problems of children with ADHD, factors relative to children and adolescents with ADHD at school, home interventions for ADHD, drug therapy, and future treatment options. Parents are urged: (1) to set up clear and concise rules of behavior for the family, including the child with ADHD; (2) to give instructions as simply and clearly as possible to the child with ADHD; (3) to try to keep the child's stimulation level as low as possible; (4) to allow the child choices within the limits that have been set; (5) to help the child find avenues of self-expression that will help him express his wants in an acceptable, useful manner; (6) to use a timer with small chores in order to help give a child a sense of passing time; (7) to be positive; (8) to be aware of what is being reinforced; (9) to be aware of the difference between incompetent vs. non-compliant behaviors; and (10) to participate in a parenting class. A list of informational resources for parents is included. (Contains 21 resources.) (CR)

ED 444 283 EC 307 972

Kulik, Barbara J., Ed.
Physical Disabilities: Education and Related Services, Fall 1999-Spring 2000.
PUB DATE- 00
NOTE- 159p.; Published biannually.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Adults; Asthma; Cerebral Palsy; *Daily Living Skills; Educational Environment; Elementary Secondary Education; Health Needs; *Health Services; Holistic Approach; *Integrated Services; *Interdisciplinary Approach; Nutrition; Occupational Therapists; *Physical Disabilities; Physical Therapists; Reading Instruction; *School Health Services; Speech Impairments; Spina Bifida; Teamwork
IDENTIFIERS- Botox

These two journal issues discuss topics relating to the physical and health disabilities of children and adults. The first issue contains the following articles: (1) "Position Statement on Specialized Health Care Procedures," by the Council for Exceptional Children's Division on Physical and Health Disabilities that calls for all teachers to maintain a safe, healthy environment for their students and to view specialized health care procedures as self-help skills or independent living skills that students should be taught to promote their independence; (2) "Teaching Reading to Students with Severe Speech and Physical Impairments Using the Nonverbal Reading Approach" (Kathryn Wolff Heller and others); (3) "Vermont's Guidelines for Related Services: Supporting the Education of Students with Disabilities" (Michael F. Giangreco and others); and (4) book reviews of "Students with Acquired Brain Injury: The School's Response" edited by Ann Glang, George H. S. Singer, and Bonnie Todis; "Living with Spina Bifida: A Guide for Families and Professionals" by Adrian Sandler; "Caring for Children with Cerebral Palsy: A Team Approach" edited by John Paul Dormans and Louis Pellegrino; and reviews of videotapes on students with asthma, diabetes, and acquired immune deficiency syndrome. The second issue contains two articles that explore the role of the educator as a leader of multidisciplinary teams: (1) "Feeding Students with Disabilities: An Holistic suggests how to use them effectively. Appended are NASBE's Resolution on Technology and a list of major sources of federal support for accessing technology. An annotated list of Internet resources is attached. (DB)

ED 444 302 EC 307 992

McLaughlin, Margaret J.
Reform for EVERY Learner: Teachers' Views on Standards and Students with Disabilities.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 00
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Standards; *Access to Education; Case Studies; *Curriculum; *Disabilities; Educational Change; Elementary Secondary Education; Faculty Development; *Regular and Special Education Relationship; *Teacher Attitudes

This report discusses the outcomes of a study that examined how educational reforms, specifically those related to new content and performance standards, assessments, and enhanced accountability, are being defined and implemented at the district, school, and classroom levels and how those reforms are involving and affecting special education programs and students. During the first phase of the research, case studies of five school districts were constructed based on information obtained through in-depth interviews, focus groups, observations, and extensive document reviews. The second phase of the research focused very specifically on teachers and the classrooms. Research during Phase 2 focused on four of the original five districts. Findings from the study indicate almost every teacher and every school were aware that all students were expected to participate and learn the content of the general education curriculum; however, access was dependent on a number of conditions, including teacher ownership and teacher knowledge, understanding what access to the general education curriculum means, and the perception that teachers have that they must cover more subject matter material in the same amount of time. The report concludes by calling for professional development for general and special educators that promotes mutual understanding of students and curricula. (CR)

ED 444 303 EC 307 993

National Institute on Disability and Rehabilitation Research Program Directory, 1999.
PUB DATE- 99
NOTE- 446p.; For the NIDRR 1997 Directory, see ED 417 542.
LANGUAGE- English
EDRS Price- MF01/PC18 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adults; *Disabilities; Employment; Engineering; *Federal Aid; Federal Programs; Independent Living; Information Dissemination; *Rehabilitation; *Research and Development; *Research Projects; Technical Assistance; Technology
IDENTIFIERS- Americans with Disabilities Act 1990; *National Institute on Disability Rehab Research

This directory lists all projects funded by the National Institute of Disability and Rehabilitation Research (NIDRR) during the 1999 fiscal year. It includes summaries, funding attempts to "mediate" the debate by adopting the structure of mediation. It begins with a background chapter offering a historical basis for conflict resolution in special education. It then examines the positions held by both proponents and opponents of permitting attorneys and advocates to participate in special education mediation. These positions include, for proponents, the ability of attorneys and advocates to overcome power imbalances, provide a valuable viewpoint, and facilitate settlement and, for opponents, the possibility that attorneys and advocates may undermine collaboration by using adversarial approaches. It then considers the interests and concerns shared by advocates of the two opposing views. These include that each side should enter mediation capable of understanding and representing its rights and interests and that mediation should foster a fair, candid, and respectful dialogue during the incipient stages of a dispute. Examples of innovative practices in various states are offered. Finally, the paper concludes with practical recommendations that attempt to satisfy these common interests. Three appendices provide federal legal documentation. (Contains approximately 100 references.) (DB)

ED 444 322   EC 308 013

Moore, Jennifer
The Relationship between Speech/Language and Social Skills in Preschool Children with Developmental Delays.
PUB DATE- 99
NOTE- 21p.; Master's Thesis, Touro College.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- *Developmental Delays; *Interpersonal Competence; *Language Acquisition; *Language Impairments; *Preschool Children; Preschool Education; *Speech Impairments; Statistical Analysis
IDENTIFIERS- Preschool Language Scale; Vineland Adaptive Behavior Scales

This study compared language and social skills development in 32 developmentally delayed preschool children classified as having speech/language impairments. Social skills were rated by teachers on the Vineland Adaptive Behavior Scales. Language scores were from the Preschool Language Scale administered by speech/language therapists. Statistical analysis was used to determine if there was a significant positive relationship between a child's chronological age, the language score age equivalent, and the social skills age equivalent. Analysis did not find a significant relationship between the children's social skills and their language ability. A possible reason for this finding was the restricted range of functioning in the participating children. (Contains 45 references.) (DB)

ED 444 323   EC 308 014

Cardona, Cristina M.
What Do Spanish General Education Preservice and Inservice Teachers Believe toward Inclusion?
PUB DATE- 99
NOTE- 15p.; Paper presented at the Annual Conference of the European Educational Research Association (Lahti, Finland, September 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

A compilation of interviews with Bruce Jilk provides his views on "cutting edge" educational facility planning from around the world. Included are discussions on an Egyptian K-12 school design influenced by Muslim and Greek site plans; the Zoo School design, often referred to as a model for the design of learning environments; and the fine-grain educational system concept that takes education out of the building and spreads it throughout the community. Mr. Jilk's explanation of why he believes in small neighborhood K-14 schools which are designed for other uses 25 years later concludes the interview. Contains 15 references. (GR)

ED 444 345 EF 005 752

Tribal Child Care Facilities: A Guide to Construction and Renovation.
PUB DATE- 99
NOTE- 76p.; Available only online.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *American Indian Education; *Day Care Centers; *Educational Environment; Elementary Education; Elementary School Students; *Facility Improvement; Guidelines; *Needs Assessment; Preschool Children; Preschool Education; *School Construction

This document provides technical assistance in addressing major areas of the child care facility construction and renovation process, including conducting a child care community needs assessment, identifying a site, financing costs, developing a business plan, conducting an environmental assessment, building and designing a facility, and hiring contractors. A glossary of terms and resources are provided. Appendices contain a sample notice of federal interest, a list of construction and renovation documents and deadlines, and an application of Title III (Public Accommodations) of the Americans with Disabilities Act to the Tribes. (GR)

ED 444 346 EF 005 763

Maintenance of Electrical Services: Maintenance and Renewal in Educational Buildings. Building Bulletin 76.
PUB DATE- 92
NOTE- 78p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Electrical Systems; Elementary Secondary Education; *Guidelines; Public Schools; *School Maintenance

This document provides guidance on the overall electrical services and maintenance strategy in educational facilities, the individual components of which are considered in the following sections: record documentation and systems; inspection and testing; condition appraisal; maintenance requirements; and maintenance works procedures. Other sections include discussions on electrical requirements for particular uses, community use, spare capacity, and tasks for school staff. Many specific types of electrical services are frustrations and praise of their computer assisted learning experiences. Overall, the students had positive comments and experiences about the use of the Internet. Early enthusiasm for Internet-based assignments waned as the novelty of the experience wore off. It is concluded that using the Internet and the World Wide Web to teach Spanish to American high school students was a success as it is useful in accommodating different learning styles and in fostering language learning. Students more disposed toward more independent learning styles benefited the most. Technical difficulties and uneven access to the Internet mean that a live foreign language teacher remains essential. (Contains 15 references.) (KFT)

ED 444 366   FL 026 358

Alexander, Jim, Ed.; Han, Na-Rae, Ed.; Fox, Michelle Minnick, Ed.
Proceedings of the 23rd Annual Penn Linguistics Colloquium.
  University of Pennsylvania Working Papers in Linguistics,
  Volume 6, Number 1.
PUB DATE- 99
NOTE- 371p.
LANGUAGE- English
EDRS Price- MF01/PC15 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Bulgarian; Creoles; Dialects; French; Grammar;
  Japanese; Korean; *Language Research; *Linguistics;
  Pronunciation; Russian; Second Language Instruction; Second
  Language Learning; Sociolinguistics; *Syntax; Turkish;
  *Uncommonly Taught Languages

This issue includes the following articles: "Assimilation to the Unmarked" (Eric Bakovic); "On the Non-Universality of Functional Projections and the Effects on Parametrized Variation: Evidence from Creoles" (Marlyse Baptista); "What Turkish Acquisition Tells Us about Underlying Word Order and Scrambling" (Natalie Batman-Ratyosyan, Karin Stromswold); "Constituting Context: Null Objects in English Recipes Revisited" (Emily Bender); "Decomposing French Questions" (Cedric Boeckx); "A Conspiracy Argument for Optimality Theory: Emakhuwa Dialectology" (Farida Cassimjee, Charles W. Kisseberth); "Light-Headed Relatives" (Barbara Citko); "Semantically Charged Syntax and the Construction of Meaning" (Kristin M. Eide and Tor A. Afarli); "'Punctuality' and Verb Semantics" (Stefan Engelberg); "Acquisition of Default Inflectional Suffixes: Japanese Adjectives" (Miho Fujiwara); "Possessor Extraction in Child English: A Minimalist Account" (Elena Gavruseva, Rosalind Thornton); "The Long Distance Anaphora Conspiracy: The Case of Korean" (Kook-Hee Gill); "Topic, Focus, and the Grammar-Pragmatics Interface" (Jeanette K. Gundel); "Two Ways of Describing Distributive Readings" (J.R. Hayashishita); "The Reduplicative Nature of the Bulgarian Definite Article" (Ben Hermans); "The Origin of the Pre-Ossetic Oblique Case Suffix and Its Implications" (Ronald Kim); "A Hierarchy of Phonetic Constraints on Palatality in Russian" (Alexei Kochetov); "Japanese Floating Classifiers" (William McClure); "A-Scrambling Exists!" (Martha McGinnis); "Perception and Production of American English Tense and Lax Vowels by Japanese Speakers" (Michelle Minnick Fox, Kazuaki Maeda); "The Syntax of Adjunct Wh-NPs" (Masao Ochi, Tien-Hsin Hsin); "Reflexives and Constraints on the Borrowing of Discourse Function: Creoles and Tahitian French" (Kieran Snyder); and "Two Types of Verb Particle Constructions" (Mikael Vinka). References are appended to each article. (KFT)

ED 444 367   FL 026 359

PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Apprenticeships; *Bilingual Teacher Aides; *Cooperation; Cultural Awareness; Elementary Education; English (Second Language); *Hispanic Americans; Interviews; Language Minorities; Limited English Speaking; *Paraprofessional School Personnel; Second Language Instruction; Second Language Learning; Spanish Speaking; Teacher Aides; *Teacher Education; Teacher Education Programs; *Work Experience Programs
IDENTIFIERS- California; *Latinos

This report discusses findings from a study that examined issues surrounding the collaborative relationship between Latino paraeducators and the classroom teachers with whom they worked. Specifically, the study examined the types of activities that the paraeducators engaged in, the input they had in classroom instructional activities, the assistance they received from teachers and others, and the factors that detracted from or fostered collaborative relationships. The 32 participants in the study were drawn from two large Southern California public elementary schools that serve primarily working class Latino limited English speaking students. Findings reveal that a lack of interaction between teachers and paraeducators allowed little time for paraeducators to ask questions of the teachers or for the teachers to assist the paraeducators in the development of effective teaching strategies. Both parties indicated that more opportunities for interaction would be beneficial. It was also found that school cultures are not structured to support collaboration between teachers and paraeducators, and that a hierarchical structure of social relations prevailed in the teacher-paraeducator relationship. A critical finding is that teachers are not aware that paraeducators possess a knowledge of the students' culture and community that is essential for tapping into students' prior knowledge and interests. (Contains 45 references.) (KFT)

ED 444 386   FL 026 379

Seaman, Alan A.
Evaluating an Innovative Elementary ESL Program.
PUB DATE- 00
NOTE- 25p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (Vancouver, BC, Canada, March 14-18, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Bilingual Education Programs; Case Studies; *Classroom Observation Techniques; Comparative Analysis; *Educational Research; Elementary Education; Elementary School Students; *English (Second Language); Immigrants; *Program Evaluation; Second Language Instruction; Second Language Learning; Teacher Student Relationship

This 1999 observational study provided a school district with clear information about the experience of immigrant students in two elementary English-as-a-Second-Language (ESL) models, giving administrators, teachers, and school board members a window into the daily classroom life of ESL students. This program evaluation involving observational research design was implemented in a Wheaton, Illinois, school district. An innovative, self-contained elementary ESL program located at two of the district's elementary schools was evaluated through a matched-pairs research design that compared the experience of students in this program with the experience of similar students in the district's ESL pull-out programs. This report students, and African American and Hispanic parents give education a higher priority than do white parents; (2) the process of earning a degree is inherently valuable and is not merely a symbolic, largely meaningless exercise; (3) the public tends to emphasize the individual responsibility of college students in areas such as remediation and financial matters, but feels that schools should assist students who are legitimately having difficulties; (4) paying for college is difficult, especially for the poor, but most people believe that anyone who really wants a college education can get one; and (5) although a majority of respondents believe higher education is delivering a valuable service, they are largely unfamiliar with details of higher education administration and financing often debated by the nation's leaders. Appended are data tables of survey results and information on the methodology. (Contains 11 endnotes.) (RAB)

ED 444 406   HE 032 945

A State-by-State Report Card on Higher Education: Prospectus.
SPONS. AGENCY- Pew Charitable Trusts, Philadelphia, PA.; Ford Foundation, New York, NY.
PUB DATE- 00
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Achievement Rating; Economic Impact; *Educational Opportunities; *Evaluation; Evaluation Criteria; *Financial Support; Higher Education; Institutional Evaluation; *Performance Based Assessment; *Persistence; Self Evaluation (Groups); State Programs; State Standards; State Surveys

This prospectus outlines the key elements of the state-by-state report card which the National Center for Public Policy and Higher Education is developing to assist state policy leaders in identifying the strengths and weaknesses of higher education performance in their state. The goal is to stimulate the creation of state policies that enhance opportunity and achievement for all Americans who aspire to higher education. The report card will be prepared and released regularly, with the first release scheduled for fall 2000 and subsequent releases planned either annually or biannually. The initial report card will include two major sections: a summary of state-by-state performance results within a national context; and detailed information on each state's results. Grades will be measured on performance in five categories: (1) preparation of students for education beyond high school; (2) provision of opportunities for participation in postsecondary education; (3) affordability; (4) persistence and completion of certificates and degrees; and (5) educational gains and returns, e.g., the benefits that accrue to a state as a result of a more highly educated population. Appendixes list members of the report card advisory committees. committees. (Contains 14 endnotes.) (RH)

ED 444 407   HE 032 946

Phipps, Ronald; Merisotis, Jamie
Quality on the Line: Benchmarks for Success in Internet-Based Distance Education.
SPONS. AGENCY- National Education Association, Washington, DC.
PUB DATE- 00
NOTE- 37p.; Also supported by Blackboard, Inc., Production assisted by Mark Harvey. Colleen O'Brien provided editorial

sample consisted of 300 students randomly drawn from unweighted groups of White, Hispanic, and African American students. This study reinforced the contributions of mentoring and community involvement for all sub-groups of students and also highlighted the generally indirect nature of their influences on eighth-grade predisposition. For African American students, the circuitous route of effects ran from community involvement and educational mentoring to grades, to parental expectations, and lastly to predisposition. The study also reinforced the central role of parental expectations on students' early decisions regarding college. (Contains 18 references.) (CH)

ED 444 425   HE 033 160

Coleman, Christy L.
Job-Related Values of Ethnically Diverse College Students.
PUB DATE- 00
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Asian American Students; Blacks; Career Planning; *Diversity (Student); Higher Education; Hispanic American Students; Labor Conditions; Minority Groups; *Quality of Working Life; Sex Differences; *Student Attitudes; Student Surveys; *Undergraduate Students; White Students; Work Attitudes; *Work Environment
IDENTIFIERS- *Ethnic Differences

This study was guided by two objectives: (1) to ascertain if college students differentiate among job-related values (i.e., those which depend on the particular place of employment); and (2) to investigate sex and ethnicity differences on the values. The participants were 80 male and 178 female undergraduate students at 14 universities or four-year colleges located throughout the country who were either enrolled in a career planning course or seeking assistance at a career center; 27 percent of participants were Asian, 19 percent Hispanic, 25 percent black, and 29 percent white; 30 percent were freshmen, 24 percent sophomores, 16 percent juniors, and 31 percent seniors. Participants completed a survey that rated eight job-related values: pleasant co-workers, flexible hours, on-the-job training, advancement, challenge, easy commute, staying put, and cultural diversity. Having pleasant coworkers and advancement were rated significantly higher than other values; staying put was rated lowest. Results also showed differences among the four ethnic groups, with students in the three minority groups rating cultural diversity significantly higher than white students. No differences in job-related values were found between males and females. (Contains 18 references.) (MKA)

ED 444 426   HE 033 161

Schoorman, Dilys
How Is Internationalization Implemented? A Framework for Organizational Practice.
PUB DATE- 00
NOTE- 44p.; For another paper on internationalization by this author, see HE 033 162.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.

Brand, Betsy; Partee, Glenda; Kaufmann, Barbara; Wills, Joan
Looking Forward: School-to-Work Principles and Strategies for Sustainability.
SPONS. AGENCY- Ford Motor Car Fund, Dearborn, MI.; George Gund Foundation, Cleveland, OH.
PUB DATE- 00
NOTE- 53p.; Additional funding provided by the Joseph and May Winston Foundation.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Compliance (Legal); *Education Work Relationship; *Educational Change; Educational Improvement; Federal Legislation; *Institutional Cooperation; Program Development; Program Implementation; *School Business Relationship; Secondary Education; *State Programs; Work Experience Programs
IDENTIFIERS- *School to Work Opportunities Act 1994

A series of five discussions with more than 50 people involved in the national school-to-work initiative created by the School-to-Work Opportunities Act of 1994 (STWOA) resulted in the following conclusions (among others): (1) Problems with the concept include a negative attitude toward the phrase "school-to-work," the complicated nature of system building, the reality that reform takes time, limits in the structure of government support systems, and lack of mechanisms to continue the progress of the initiative; (2) Some states have made successful efforts in STWOA, infusing education reform with higher standards, providing tax credits for participating businesses, and making plans for continuing the programs after the federal law expires; (3) In other states, STWOA system-building efforts are faltering because of lack of funding, an inappropriate focus on short-term gains as opposed to sustained education reform, limited data-capturing ability, and controversy; and (4) Few resources for continued funding of STWOA exist. The group developed 10 essential principles to improve the school experience, to expand and improve work-based learning opportunities, and to build and sustain public and private partnerships. (Contains 40 references.) (KC)

ED 443 948 CE 080 371

Reflecting on Essential Elements for Comprehensive Family Literacy: A Workbook. Ohio Family Literacy Statewide Initiative.
PUB DATE- 00
NOTE- 83p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Basic Skills; Early Childhood Education; *Family Literacy; Family Programs; Family School Relationship; *Institutional Cooperation; Integrated Curriculum; *Literacy Education; Parent Education; Program Development; School Business Relationship; *State Programs; Statewide Planning
IDENTIFIERS- *Ohio

Family literacy program development is a complex process involving numerous partners, integration of four components (adult education, early childhood education, parent education and support, and adult and child interactive activities), and a education fits into the school's curriculum and organization and document teaching methods in vocational and non-vocational courses. This qualitative information would be used to learn what may be distinctive about vocational education in schools where achievement is increasing at a rapid rate. Quantitative data can be used to estimate how changes in student achievement are related to prior changes in school practices. (YLB)

ED 443 966 CE 080 514

Bailey, Thomas; Kienzl, Gregory
What Can We Learn about Postsecondary Vocational Education from Existing Data? NAVE Design Papers.
PUB DATE- 99
NOTE- 11p.; Paper presented at the Independent Advisory Panel Meeting, National Assessment of Vocational Education (May 6-7, 1999). For related NAVE Design papers, see CE 080 513-516.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Accountability; Community Colleges; Educational Legislation; *Educational Research; Federal Aid; Federal Legislation; Higher Education; Labor Market; Labor Needs; Noncredit Courses; *Nontraditional Education; *Postsecondary Education; *Vocational Education
IDENTIFIERS- Carl D Perkins Vocational Technical Educ Act 1998; Learning Patterns; *National Assessment of Vocational Education

This paper outlines an agenda for research on postsecondary vocational education that can be carried out with existing data. A particular interest is encouraging research that can provide insight into the effects of the Carl D. Perkins Vocational and Technical Education Act 1998 (the Act). The paper begins with a brief review of relevant sections of the Act, especially those that increase accountability and provide states with more flexibility to use these federal funds. Next, the changing pathways through postsecondary education are discussed. Five points on the traditional educational pathway are addressed: access, transfer, dropout or stop-out, degree attainment, and work status. A brief discussion of the success of nontraditional pathways follows. A set of six projects to be undertaken by the National Assessment of Vocational Education are proposed; most can be done as stand-alone projects, but some would benefit from coordination. They are entitled: (1) Mapping Emerging Pathways in Higher Education; (2) Economic Returns to Community College Education; (3) Review of State Accountability Policy; (4) Analysis Based on State Unemployment Insurance Data; (5) Noncredit and Customized Training; and (6) Responsiveness of Community Colleges to Local Labor Market Needs. (YLB)

ED 443 967 CE 080 515

Grubb, W. Norton
Edging toward Effectiveness: Examining Postsecondary Occupational Education. NAVE Design Papers.
PUB DATE- 99
NOTE- 20p.; Paper presented at the Independent Advisory Panel Meeting, National Assessment of Vocational Education (May 6-7, 1999). For related NAVE Design papers, see CE 080 513-516.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays

This report addresses expanding welfare-to-work (WTW) programs to increase work among welfare recipients facing personal and family challenges. Section 1 examines what is known about the impact of traditional WTW program models and policy innovations on employment and earning profiles of these recipients. Evidence is presented showing WTW programs that emphasize quick job entry, penalties for non-compliance with program requirements, time limits, and/or earned income disregards have helped only a small fraction of the most disadvantaged recipients enter the labor market. Section 2 provides examples of programs designed to enhance the functioning of families facing personal or family challenges and examines available research on their efficacy. Models that address low basic skills and limited work experience, substance abuse and mental health issues, and family crises are presented. Section 3 examines how strategies to enhance family functioning that are specifically targeted to recipients who face the greatest difficulties in making the transition from WTW could be integrated into a newly designed welfare structure that emphasizes employment and time limits. It addresses such program design issues as identification of families most likely to benefit; design of specific program components; financial penalties for non-compliance; and mechanisms for providing such services. (Contains 48 references.) (YLB)

ED 443 985 CE 080 544

Brown, Rebecca; Ganzglass, Evelyn; Golonka, Susan; Hyland, Jill; Simon, Martin
Working Out of Poverty: Employment Retention and Career Advancement for Welfare Recipients.
SPONS. AGENCY- Administration for Children and Families (DHHS), Washington, DC.
PUB DATE- 98
NOTE- 67p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; *Career Ladders; Economically Disadvantaged; Employed Women; Employers; Employment Patterns; *Employment Programs; Entry Workers; Federal Programs; Job Performance; Job Skills; *Job Training; Poverty; *State Programs; Vocational Education; *Welfare Recipients; *Welfare Services
IDENTIFIERS- Earned Income Tax Credit; *Welfare to Work Programs

This report explores promising welfare-to-work programs and practices of states and localities as they balance supply- with demand-side strategies to help welfare recipients and low-wage workers work their way out of poverty while meeting employers' needs for reliable workers. Chapter 2 describes the new environment created by changes in the welfare system and the labor market that poses challenges for low-skill workers as they struggle to work their way out of poverty. The work patterns of women on welfare are explored in the context of these changes. Chapter 3 looks at the issue of job retention from the perspectives of welfare recipients and employers and identifies lessons learned from a range of model programs. Improving access to and information about support services and federal and state earned income tax credits is discussed. Chapter 4 explores how states and localities are promoting career advancement opportunities to help welfare recipients

Qualifications; Evaluation Criteria; Integrated Curriculum; Job Skills; Learning Activities; Money Management; Occupational Clusters; Partnerships in Education; Performance Factors; Problem Solving; Relevance (Education); School Business Relationship; Secondary Education; Skill Development; Skilled Occupations; *Statewide Planning; Student Evaluation; Systems Approach; Teaching Guides; Technical Education; Technical Occup Contextualized Instruction; *Ohio; Work Keys (ACT)
IDENTIFIERS- Contextualized Instruction; *Ohio; Work Keys (ACT)

Designed for Ohio educators responsible for planning programs to prepare high school students for careers in the arts and communication, this document presents an overview of Ohio's Integrated Technical and Academic Competencies (ITAC) system of career-focused education and specific information about the arts and communication ITAC career cluster. The first half of the document, which introduces the ITAC system's underlying principles and elements, contains the following items: (1) descriptions of the three types of integrated competencies (core, career cluster, and specialization) forming the ITAC model; (2) guidelines for using ITAC; (3) an explanation of the components of the 51 core ITAC; and (4) a table detailing the academic connections in the core ITAC. The second half of the document, which focuses on the arts and communication career cluster ITAC, is divided into six sections, each of which focuses on one of the following strands deemed essential for all careers: solving problems and thinking skillfully; communicating effectively; applying technology; working responsibly; planning and managing a career; and managing resources. Each section contains the following items: expectation; competencies; sample scenario; sample guiding questions; connections to core ITAC competencies; connections to academic models; and connections to Ohio's proficiency tests and ACT Work Keys. (MN)

ED 444 002   CE 080 571

Business & Management Career Cluster ITAC for Career-Focused Education. Integrated Technical & Academic Competencies.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Career-Technical and Adult Education.
PUB DATE- 99
NOTE- 95p.; For other ITAC, see CE 080 570-577.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Education; Behavioral Objectives; Business Administration Education; *Business Education; Business Skills; Career Development; *Career Education; Career Planning; Communication Skills; Competence; *Competency Based Education; Core Curriculum; Critical Thinking; Education Work Relationship; Employment Qualifications; Evaluation Criteria; Integrated Curriculum; Job Skills; Learning Activities; *Managerial Occupations; Money Management; Occupational Clusters; Partnerships in Education; Performance Factors; Problem Solving; Relevance (Education); School Business Relationship; Secondary Education; Skill Development; Skilled Occupations; *Statewide Planning; Student Evaluation; Systems App Contextualized Instruction; *Ohio; Work Keys (ACT)
IDENTIFIERS- Contextualized Instruction; *Ohio; Work Keys (ACT)

Designed for Ohio educators responsible for planning programs to prepare high school students for careers in business and

Alpert, William T., Ed.; Woodbury, Stephen A., Ed.
Employee Benefits and Labor Markets in Canada and the United States.
SPONS. AGENCY- Donner (William H.) Foundation.
PUB DATE- 00
NOTE- 522p.
LANGUAGE- English
EDRS Price- MF02 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Reports - Research/Technical (143)
DESCRIPTORS- Adults; Comparative Analysis; Employed Women; *Employer Employee Relationship; Employer Supported Day Care; Employment Patterns; *Employment Practices; Foreign Countries; *Fringe Benefits; *Health Insurance; Income; Insurance; Labor Market; Personnel Policy; Public Policy; *Retirement Benefits; Salaries; Tax Rates; Wages; Work Environment
IDENTIFIERS- *Canada; Maternity Benefits; *United States
This book contains 14 original research chapters on various aspects of the employee benefits systems of Canada and the United States. Following an introduction by William Alpert and Stephen Woodbury and an overview chapter, "Does the Composition of Pay Matter?" (Sherwin Rosen), Part 1 of the book consists of three chapters that treat the relationship between employee benefits and the supply of labor: "Child Care and the Supply of Labor in Canada and the United States" (Charles Michalopoulos, Philip Robins); "An Economic Model of Employee Benefits and Labor Supply" (Paul Fronstin); and "The Economics of Family and Medical Leave in Canada and the United States" (Eileen Trzcinski, William Alpert). Part 2 contains two chapters that examine the relationship between employee benefits and the demand for labor: "Payroll Taxation, Employer Mandates, and the Labor Market" (Jonathan Gruber); and "Fringe Benefits and Employment" (Masanori Hashimoto). In Part 3, four chapters consider the implications of employee benefits for worker turnover, wages, and equity: "Family Health Benefits and Worker Turnover" (Dan Black); "Part-Time Work, Health Insurance Coverage, and the Wages of Married Women" (Craig Olson); "Employer-Provided versus Publicly Provided Health Insurance" (Janet Hunt-McCool, Thomas McCool, Avi Dor); and "Employee Benefits and the Distribution of Income and Wealth" (Daniel Slottje, Stephen Woodbury, Rod Anderson). Part 4 contains four chapters that focus on pensions and public policy toward retirement income in Canada and the United States: "Public Pension Plans in the United States and Canada" (Morley Gunderson, Douglas Hyatt, James Pesando); "Current Policy Issues towards Private Pensions in Canada and the United States" (Stuart Dorsey); "Labor Market Effects of Canadian and U.S. Pension Tax Policy" (James Pesando, John Turner); and "Did the Decline in Marginal Tax Rates during the 1980s Reduce Pension Coverage?" (Patricia Reagan, John Turner). The book is indexed by author and subject. Each chapter contains a bibliography. (KC)

ED 444 019 CE 080 601

Crysdale, Stewart; King, Alan J. C.; Mandell, Nancy
On Their Own? Making the Transition from School to Work in the Information Age.
PUB DATE- 99
NOTE- 178p.; "This book has been published with the help of a grant from the Humanities and Social Sciences Federation of Canada, using funds provided by the Social Sciences and Humanities Research Council of Canada." Produced with David N.

Value of Information Resources: Implications for the Virtual University" (Peter Watson); and "Modeling the Virtual University" (Richard Teare). Part 2, Practical Examples, contains these chapters: "e.volution.com: Anticipatory Learning in Publishing" (Sarah Powell); "International Management Centres as a Learning Organization" (Gordon Prestoungrange and Carol Oliver); "Strategizing at Work: Practitioner Perspectives on Doctoral Set Working" (Jennifer Bowerman); "Cyber Tutoring and Learning: How To Facilitate Action Learning Online" (Eric Sandelands); "Internationalizing Action Learning: A Company Perspective" (Kathy Biermann, Jacqueline Cannon, Hayden Ingram, Jane Neil, Catherine Waddle); and "Challenges for Service Leaders: Setting the Agenda for the Virtual Learning Organization" (Richard Teare and Jim O'Hern). Part 3, Outputs and Impacts, contains "Designing Quality into Action Learning Process" (Gordon Prestoungrange and Molly Ainslie); "Credit Mapping: Validating Work-Based Training Using Action Learning Outcomes" (Julian Wills); "Measuring ROI from Individual Then Organizational Learning" (Gordon Prestoungrange and Carol Oliver); "The Knowledge Harvest: Ensuring You Reap What You Sow" (Anne Christie and Eric Sandelands); "Learning Renewal: A Manifesto for Career-Long Development" (David Towler); and "Building the Campus for a University without Walls" (Mathew Wills). Three appendixes provide examples of virtual learning from organizations. (KC)

ED 444 035 CE 080 625

Maddy-Bernstein, Carolyn
Career Development Issues Affecting Secondary Schools. The Highlight Zone: Research Work, No. 1.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 00
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Career Development; *Career Education; *Career Guidance; Definitions; *Educational Improvement; *Educational Resources; Models; National Standards; Postsecondary Education; Program Attitudes; Program Effectiveness; Program Improvement; Secondary Education; Theory Practice Relationship
IDENTIFIERS- Impact Studies; Missouri; Utah

Research literature, perceptions of best practices, and the wisdom of practitioners and leaders in the field were examined in order to focus on career development issues affecting secondary schools, including: (1) clarification of career development terms; (2) delivery of career development programs; (3) resources that support program development and improvement; and (4) evidence of program effectiveness, including model programs. Evidence is mounting that an effective means of addressing all these issues may be a comprehensive guidance program that includes a strong career development component. Practical research-based programs have begun to produce information that educators can use to understand and adopt such programs. The literature suggests that emphasis on career development may strengthen in the future and that multiple useful resources are available to implement and improve career development programs. (The paper contains 25 references.) (KC)

ED 444 036 CE 080 626

National Assessment of Vocational Education (NAVE): Overview of

Connecting Career Development and Public Policy with Counselling Process Issues.
PUB DATE- 00
NOTE- 14p.; In: Making Waves: Career Development and Public Policy. International Symposium 1999 Papers, Proceedings, and Strategies (Ottawa, Ontario, Canada, May 2-4, 1999); see CG 030 145.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Career Counseling; Career Development; Creativity; *Employment; Foreign Countries; *Human Dignity; Human Resources; Job Training; Problem Solving; *Public Policy; Unemployment
IDENTIFIERS- *Canada; Problem Identification

The development of effective public policy regarding career counseling requires a close connection with counseling process issues. This paper focuses on three aspects of the counseling process which have major implications for policy: (1) problem definition; (2) the dignity of the person; and (3) the importance of imagination, creativity, and flexibility. In considering the problem, the Human Resources Development Canada describes four areas where clients need assistance. The first, career exploration and decision making, is where clients address issues related to self- and occupational understanding and career decision making. The second, occupational skill development, concerns client skill level. The third, employability, focuses on job search techniques. The fourth, job maintenance, focuses on the skills clients need to maintain employment and function smoothly in the existing job market. There is a certain vulnerability that comes with unemployment and, therefore, a need to focus on affirmation efforts. In pursuing this goal the uniqueness of each person must be respected. Affirmation can come from many different sources, such as family and friends, support groups, and employment counselors. Within the context of social and economic upheaval it is difficult for clients and counselors to rely on many of the traditional methods of planning and decision making. This results in an acute need for flexibility and creative problem-solving methods. It is to this end that career policy and practice must be directed. (Contains 28 references.) (JDM)

ED 444 055 CG 030 150

Savickas, Mark L.
Career Development and Public Policy: The Role of Values, Theory and Research.
PUB DATE- 00
NOTE- 19p.; In: Making Waves: Career Development and Public Policy. International Symposium 1999 Papers, Proceedings, and Strategies (Ottawa, Ontario, Canada, May 2-4, 1999); see CG 030 145.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Vocational Education; *Career Counseling; *Career Development; *Public Policy; Theory Practice Relationship; *Values

Career development specialists have not usually participated in public policy about work and workers. This paper examines how, challenging task. (Contains 29 references.) (JDM)

ED 444 073 CG 030 172

Hopper, Melissa T.
The Relationship between Attachment Status and Personality Disorders.
PUB DATE- 00
NOTE- 62p.; Doctoral Research Paper, Biola University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- *Attachment Behavior; Counseling; *Counselor Training; Literature Reviews; Mental Disorders; *Parent Child Relationship; *Personality Problems

This research paper provides information that would be useful to practicing counselors and counselors in training. It reviews the relevant research pertaining to the relationship between attachment status and personality disorders. It also critiques methodological issues, including major assessment instruments and frequently used research designs. Discussion begins with an overview of the relationship between attachment status and general psychopathology and progresses to personality disorders. Several specific disorders and their correlations to specific attachment disorders are discussed, including Borderline, Schizoid, Avoidant, and Dependent Personality Disorders. Implications for further research and treatment are discussed. Of particular interest is a 1988 study that found that attachment status not only affects the individuals themselves, but also those in relationships with them. Parents who were described as having avoidant attachment tended to be the parents of insecure-avoidant children. Likewise, parents described as having a preoccupied attachment and who had often idealized their relationships with their own parents frequently had children categorized as insecure-ambivalent. A final group of parents who had experienced the death of an attachment figure in childhood and had not successfully resolved that loss had infants described as insecure-disorganized/disoriented. (Contains 36 references.) (MKA)

ED 444 074 CG 030 188

Stoner, Edward N., II
Reviewing Your Student Discipline Policy: A Project Worth the Investment.
PUB DATE- 00
NOTE- 22p.; Produced with Reed Smith Shaw & McClay.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- College Students; *Discipline; *Educational Policy; Higher Education; *Lawyers; *Student Personnel Workers

To promote a good living/learning environment, it is important for institutions to review their student discipline processes and policies regularly. Many members of the campus community may play a part in reviewing student discipline policies, including public affairs spokespeople, faculty and staff throughout the institution, student affairs personnel, students themselves, and--last but not least--the institution's attorneys. In fact, legal counsel must be involved in reviewing disciplinary policies because students who have been sanctioned

Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Counselor Educators; Counselor Training; *Doctoral Programs; Empowerment; Graduate Students; Higher Education; *Job Search Methods; Professional Development; Self Advocacy

For the individual seeking a counselor education faculty position, the journey is a complicated process. In addition to the assistance given to doctoral students, it is important for these students to be self-advocates in their own professional development. This paper provides suggestions, information, and self-advocacy recommendations for doctoral students in counselor education programs seeking a full-time, tenure track, counselor faculty position. It highlights guidelines for effectively developing appropriate competencies. The importance of support during this process and a checklist of recommended experiences are also included. Appendix A is Counselor Education Checklist. (JDM)

ED 444 096 CG 030 259

Venuti, John Paul; Chambliss, Catherine
Effects of Substance Use Education Programs: A Cross-Cultural Comparison of Student Use.
PUB DATE- 00
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Cocaine; *College Students; *Cross Cultural Studies; Drinking; Foreign Countries; Higher Education; *Illegal Drug Use; Marijuana; Motivation; Peer Influence; Student Attitudes; *Student Surveys; Tobacco
IDENTIFIERS- Australia; Caffeine; United States (Northeast)

In this study, differential substance use between American and Australian college students was assessed through administration of a survey concerning recent use of six commonly used psychoactive substances (cigarettes, chewing tobacco, alcohol, marijuana, cocaine, and caffeine). Situational contexts associated with the use of each particular substance were also investigated, along with the motivating factors that prompted different types of substance use. Students (N=195) attending college in a suburban area of the Northeastern United States and students (N=27) from an urban university in South Wales, Australia, completed the survey. Overall, few significant differences were found between Americans and Australians on the substance use measures. Americans may make more instrumental use of psychoactive substances as a function of situational context, while Australians make greater use of substances due to specific motivational states. Several differences emerged on the measures of conscious motivation for substance use. Australians acknowledged using alcohol more extensively than Americans to fit in with others and because everyone else was doing it. Limitations of the study are discussed along with suggestions for future research. (Contains 1 table and 22 references.) (JDM)

ED 444 097 CG 030 260

Venuti, John Paul; Conroy, Matthew; Landis, Pamela; Chambliss, Catherine
Effects of Substance Use Education Programs: Gender Differences in Student Substance Use.
PUB DATE- 00

NOTE- 19p.; Some figures may not reproduce well. See Web site for original versions of the figures.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Literacy; *Computer Uses in Education; Higher Education; *Reading Skills; *Teacher Education
IDENTIFIERS- *Online Courses

This article presents a best practice model for an online teacher education course, illustrating the process of integrating computer and reading literacies to increase learning and improve teaching. Six best practice components were included in the class design: integrative units, small group activities, representing to learn, classroom workshop, authentic experiences, and reflective assessment. The conceptual framework for the model included backward design, audience identification, content, interaction, connecting, and assessment. From implementation of the model, three conclusions were drawn: (1) knowing the students is key to online interactions and individualizing instruction; (2) clear questioning and higher-order thinking is needed; and (3) assessment drives instruction, as seen in the backward course design. (Contains 16 references and 7 figures.) (EF)

ED 444 118 CS 014 043

Strickland, Dorothy S.; Rath, Linda K.
Between the Lions: Public Television Promotes Early Literacy.
PUB DATE- 00
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Beginning Reading; *Childrens Television; Early Childhood Education; *Educational Television; *Emergent Literacy; *Public Television; *Reading Skills
IDENTIFIERS- Literacy Engagement; Public Broadcasting Service

The new television series "Between the Lions" on PBS (Public Broadcasting Service) is designed to teach children ages 4 to 7 the values and purposes for literacy, along with the skills they need to become literate. Highlighted among the curriculum components are: (1) purposes of reading, including reading for pleasure, information, and for assistance in doing something; (2) understanding the nature and structure of texts, including stories, poems, and newspaper articles; (3) understanding the structure of words; (4) understanding the alphabetic principle; (5) knowledge of a substantial number of high-frequency words; and (6) understanding key concepts and conventions of print. The show builds on knowledge and practice gleaned from both holistic and skills-based approaches to instruction, and a whole-part-whole framework defines each episode's format. Research has indicated kindergartners who watched episodes significantly outperformed their nonviewing peers. A number of outreach avenues have been formed, including workshops, a Web site, printable skills practice materials, and a kindergarten teacher's guide to the series. (EF)

ED 444 119 CS 014 044

Ruddell, Martha Rapp
Dot.com Lessons Worth Learning: Student Engagement, Literacy, and

teacher-researchers. According to the paper, use of the phrase "teachers working on and with theory" signals the preference to avoid theory/practice dichotomies generally and also suggests the importance of teacher agency in regards to the production and use of theories. The paper is informed by multiple theories, assembled over time in different professional roles and relationships to research-models of action research and teacher research (Kemmis and McTaggart, 1988), Foucault's (1983, 1984) constitutive theory of discourse, feminist theories of teachers' work (Acker, 1995; Weiler, 1988), and Bourdieu's theory of practice (1977, 1990). (Contains 27 references.) (NKA)

ED 444 138   CS 014 084

Comber, Barbara
"Coming, Ready or Not!": Changing What Counts as Early Literacy.
PUB DATE- 98
NOTE- 27p.; Paper presented at the Seventh Australia and New Zealand Conference on the First Years of School, the Australian National University (Canberra, Australia, January 13-16, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Observation Techniques; *Disadvantaged Youth; *Diversity (Student); *Emergent Literacy; *Learning Readiness; Naturalistic Observation; Preschool Education; *School Readiness
IDENTIFIERS- Cultural Capital; *Kidwatching; Social Justice

This paper contends that, historically and today, "readiness" functions as a key symbol in discourses of early childhood. Schools and teachers need to make "ready" for different children in a very different world than that in which many people grew up. The interest in the paper, however, is not only in individual difference but in the kinds of differences in children's linguistic, social, economic, and cultural capital, in what capital different children "bring to school" and are able to use in schools, and in how this affects what they take up from what schools make available. Although the main focus is literacy, the paper uses examples which also touch on numeracy and technology. It is in the tradition of "kid (and teacher) watching," as there is much to be learned from being in classrooms. It is organized in three parts: first, two children are introduced and followed through a morning in the last months of their preschool lives, raising questions about what might await them in school; then a number of classrooms and events where teachers have consciously constructed a "permeable curriculum" are examined; and finally, the two children are looked at again to see what they are making of school and what it is making of them. The paper argues that early childhood curricula and pedagogical practices need to be informed by a commitment to social justice for socioeconomically disadvantaged and culturally diverse communities of children who are present at school, "ready or not." (Contains 22 references.) (NKA)

ED 444 139   CS 014 085

Comber, Barbara
Literacies, Contingent Repertoires and School Success.
PUB DATE- 98
NOTE- 29p.; Paper presented at the Joint National Conference of

Wallace, Deborah A.
Teaching Multiculturalism: Focus on People.
PUB DATE- 98
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cultural Awareness; Cultural Background; *Cultural Differences; Elementary Education; *Information Skills; *Multicultural Education; *Research Skills; *Writing Skills

This article details a project for teaching elementary school students to understand and accept multicultural differences. This task is made easier by involving actual international visitors. Students need a considerable amount of background information before an international visitor comes to class. In preparing for a visitor, students can develop their skills in several areas of the curriculum, including literature, writing, oral reports, research, interviewing, geography, and art. It is important to give students understanding of the country being studied, such as its location, culture, and unique characteristics. Hosting an international visitor to the classroom will improve students' skills in researching, working cooperatively, speaking publicly, and organizing and analyzing information. The international visitors and students appreciate and enjoy the experience while learning a great deal from each other. (EF)

ED 444 160 CS 217 210

Prince, A.; Blicblau, A. S.; Soesatyo, B.
Implicit Actions and Explicit Outcomes: Cultural-Academic Interactions in Writing Journal Research Articles.
PUB DATE- 99
NOTE- 9p.; Paper presented at the Joint Meeting of the Australian Association for Research in Education/New Zealand Association for Research in Education (Melbourne, Victoria, Australia, November 29-December 3, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Higher Education; *Revision (Written Composition); *Scholarly Journals; *Technical Writing; *Writing for Publication; *Writing Processes

Students undertaking research degrees, particularly Ph.D. degrees, are expected to write and publish refereed journal articles. Students from non English-speaking backgrounds and cultures (NESBC) can find this process particularly difficult. Students become familiar with the genre of the research article through reading the journals. However, as novice research writers, they need mentoring through the process of writing a journal article in their specialized area by supervisors who are familiar with the rhetorical conventions of the genre in the particular field. Experienced supervisors who have published have an intuitive grasp of the structure of the research article and are able to suggest restructure of unsuccessful drafts. The process by which the supervisor's implicit knowledge is made explicit, i.e., how an academic supervisor analyzes and revises the structure of a student's draft article, has not been widely studied. Second language research, most notably J. Swales', has analyzed the explicit

PUB DATE- 00
NOTE- 152p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Classroom Research; *Dialog Journals; *Emergent Literacy; *Family Involvement; Family Literacy; Family School Relationship; Grade 1; *Parent Participation; Primary Education; *Student Journals; *Writing Instruction; Writing Research

This book shares the author's discoveries in a first-grade classroom about Family Message Journals--notebooks in which children write a message to their families each day about something they did, learned, or thought about in school, and then a family member writes a message in reply. The book is intended to spur other teachers to reflect on how they might incorporate Family Message Journals into their programs, in their own ways. The author analyzes how two primary grade teachers implement Family Message Journals in their classrooms, illustrating that the journals are a workable, realistic, and effective strategy for literacy and content learning. She focuses on journal entries of four representative students and their families; questions widespread assumptions about teaching writing; and identifies teachers' and families' roles in helping elementary students appropriate new genres, topics, and purposes for writing. The book's 7 chapters are: (1) Challenging Assumptions about Learning To Write and Teaching Writing; (2) Why Family Message Journals? The Intersection of Writing Instruction, Writing To Learn, and Family Involvement; (3) Family Message Journals in the Classroom; (4) Writing for a Purpose: Writing as a Tool across the Curriculum; (5) Writing for an Audience: The Functions of Children's Messages; (6) Families' Perspectives and Replies; and (7) Family Message Journals Document Growth. (Contains 100 references.) (SR)

ED 444 179 CS 217 230

Fox, Roy F., Ed.
Up Drafts: Case Studies in Teacher Renewal.
PUB DATE- 00
NOTE- 230p.; Foreword by Mihaly Csikszentmihalyi.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Elementary Secondary Education; *English Teachers; *Reading Teachers; Teacher Burnout; Teacher Improvement; *Teacher Response
IDENTIFIERS- *Teacher Renewal

Blending profiles of highly successful literacy teachers and practical, theoretically sound guidelines, this book argues for schools at all levels to provide opportunities for teachers to refresh themselves professionally and personally. The eight teachers profiled in the book employed a range of approaches for staying alive and creative in the classroom, from cultivating their own and their students' voices to imagining alternative "scenarios"; from engaging in reflective action research to thinking maternally; from writing poetry and criticism to making pottery and raising horses. After an introduction ("Biographies of Passion and Self-Exile" by Roy F. Fox), essays in the book are: (1) "Making Myself Visible: Voice as Renewal" (Lucy Stanovick); (2) "The Woman Who Resurrected Words: Writing as Renewal" (Susan Baruffi); (3) "Collecting Dreams: Imagination as Renewal" (Jill Weisner); (4) "Washing

This paper describes a pilot course combining the communication capstone with service learning. It first looks at faculty rationale and expectations for the course, then describes how the course was constructed. It then summarizes the students' expectations for the course. The next section gives the perspective of both the instructor and the students on their experiences of the course. Finally, it makes some tentative conclusions about the success of the service-learning project. Both sections explaining the students' perspectives were written by a student who is currently enrolled in the class. (Contains 10 references and the course syllabus.) (Author/RS)

ED 444 200 CS 510 378

Paxton, Mark
Freedom of Expression Laws and the College Press: Lessons Learned from the High Schools.
PUB DATE- 00
NOTE- 21p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (83rd, Phoenix, AZ, August 9-12, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Censorship; *Court Litigation; *Freedom of Speech; High Schools; Higher Education; *School Newspapers; *State Legislation; *Student Publications
IDENTIFIERS- Hazelwood School District v Kuhlmeier

This paper examines two recent attempts to enact state freedom of expression laws for public college and university students and discusses the prospects for such laws in the context of state scholastic freedom of expression laws covering high school journalists in six states. It examines the case of Kincaid v. Gibson, which decided that restriction on school-sponsored expression expounded in Hazelwood School District v. Kuhlmeier applies to college and university expression. Based on research questioning the effectiveness of those state scholastic freedom of expression laws, it appears to be unlikely that similar laws protecting the First Amendment rights of college students will be as effective as proponents might expect. (Contains 34 references.) (Author/RS)

ED 444 201 CS 510 379

Kopenhaver, Lillian Lodge; Click, J. William
Nation's High School Newspapers: Still Widely Censored.
PUB DATE- 00
NOTE- 39p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (83rd, Phoenix, AZ, August 9-12, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Attitudes; Administrator Role; *Censorship; *Freedom of Speech; *High Schools; Journalism Research; National Surveys; *School Newspapers; *Student Publications; Teacher Attitudes
IDENTIFIERS- *Hazelwood School District v Kuhlmeier

It has been slightly more than a decade since the 1988 Supreme Court "Hazelwood" decision which reaffirmed the right of high school principals to censor stories in the student newspaper.

PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Educational Malpractice; Elementary Secondary Education; Government School Relationship; *Legal Problems; *Legal Responsibility; *Parochial Schools; *Private Schools; Risk Management
IDENTIFIERS- Religious Affiliation

This book addresses the legal problems faced by nonpublic schools. It is intended to help teachers and administrators recognize potential legal difficulties and to assist educators in developing preventive strategies to resolve problems before the legal system becomes involved. The text is divided into six chapters: (1) "Tort Liability"; (2) "Institution, Student, and Faculty Relationships: Constitutional and Contractual Considerations"; (3) "Governing Board Responsibilities and Liability"; (4) "Governmental Regulation of Nonpublic Schools"; (5) "Federal Anti-Discrimination Legislation"; and (6) "Special Problems." Topics covered include charitable immunity; exculpatory clauses; legal requirements; defenses to tort liability; self-defense and restraint; field trips; medical needs; defamation; invasion of privacy; corporal punishment, child abuse, and school liability for sexual misconduct by employees; constitutional constraints; contractual constraints; search and seizure; communicable diseases; pregnancies; ascending liability; fiduciary relationships; standard of care; donors and gifts; areas of vicarious liability; indemnification; liability insurance; closing a school; access to tax-exempt bonds and other public funds; defining the mission of a religious school; schools with or without a religious nexus; home instruction; religious belief and practice; statutes based or not based on federal assistance; immigration; bankruptcy; and family educational rights. The book includes an index and a table of cases arranged alphabetically. (Contains over 1,300 footnotes.) (RJM)

ED 444 223 EA 030 509

Armitage, Peter B.
Political Relationship and Narrative Knowledge: A Critical Analysis of School Authoritarianism. Critical Studies in Education and Culture Series.
PUB DATE- 00
NOTE- 226p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- *Authoritarianism; Change Strategies; Decision Making; *Democracy; Educational Change; Educational Environment; Educational Policy; Elementary Secondary Education; Foreign Countries; *Systems Analysis
IDENTIFIERS- *Comprehensive Schools (Great Britain); England

This book describes the amalgamation of an English grammar school and secondary school into a comprehensive school. It employs techniques found in microsociology to discuss the background of the two schools and record the social and political practices behind the event and their relation to good educational practices. The text emphasizes a historical understanding of the politics of the school and the resistance to, and the possibilities for, change. It focuses on ways to close the gap between theory and practice in education and examines the political process that was used to promote change. The text analyzes the deadlock that arose among stakeholders and the

Survey. In the introduction, several tables summarize the contents of the file. They are followed by the listing of education agencies, organized by state and type of agency. The directory lists all reported public elementary/secondary education agencies in the 50 states, the District of Columbia, the 5 outlying areas, and DOD. Definitions of agency types are also given. Appendices list state education agencies' addresses and sample survey documents. (DFR)

ED 444 242 EA 030 560

Elementary and Secondary School Civil Rights Compliance Report, 2000: Informational Materials.
PUB DATE- 00
NOTE- 43p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Civil Rights; *Civil Rights Legislation; *Compliance (Legal); Elementary Secondary Education; *Equal Education; Federal Legislation; Federal Regulation; Government Publications; *Government Role; Public Schools
IDENTIFIERS- Individuals with Disabilities Education Act

This packet of information consists of a cover letter, reporting requirements, general instructions, supplemental technical instructions, supplemental general information, and an information post card. The materials are provided to complete the 2000 Elementary and Secondary School Civil Rights Compliance Report, which is a survey administered by the Office for Civil Rights to collect information regarding key civil-rights issues. Specifically, the materials consist of the following: (1) 2000 Elementary and Secondary School Civil Rights Compliance Report District Summary: ED101; (2) Compliance Report Individual School Report: ED102; (3) Supplemental Technical Instructions for School District Contact Persons Regarding Compliance Report Media Selection; (4) Supplemental General Information for School District Contact Persons; (5) Supplemental General Information for Program Directors in Cooperative Service Units and BOCES Service Units; and (6) an information post card to be returned in order to specify whether the school district will report information by microcomputer diskette, paper forms, or mainframe computer data. (DFR)

ED 444 243 EA 030 561

Guiding Comprehensive School Reform. Leadership Folio Series.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Educational Change; Elementary Secondary Education; *Family School Relationship; *Parent Participation; Professional Development; Public Schools; *School Community

year 1999 appropriations to the Illinois State Board of Education as well as appropriations for educationally related purposes made to other state agencies. Information is provided on the sources and uses of state and federal revenues, sources of local revenues, school reform legislation, and legislation that affects school financial management. Tax-rate limitations, interfund transfers, short- and long-term borrowing, and information on the required recording of district revenues and expenditures are also included. Included as appendices are a glossary, a school-finance bibliography, a graph of General State Aid distribution and representative forms, and computation sheets.(DFR)

ED 444 264   EA 030 587

Ikeda, Moss
The School-Community Interface: A Practitioner's Approach to Launching School/Community-Based Management. HSLA Monograph.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 91
NOTE- 24p.; This monograph is part of a series published quarterly by Hawaii School Leadership Academy, Hawaii State Department of Education. For others in the series, see EA 030 589, EA 030 590, and EA 030 591.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Community Action; *Decentralization; *Educational Improvement; Elementary Secondary Education; *Governance; Government Publications; *Parent Participation; Public Schools; *School Community Programs
IDENTIFIERS- *Hawaii

Parents and community members can become involved with schools in at least three ways: (1) direct involvement in an advisory capacity through school advisory councils, various parent organizations, or as individuals through involvement and shared decision making in School/Community-Based Management (S/C-BM); (2) hands-on involvement in school activities helping the staff and faculty in the office, library or classroom; and (3) resource persons who have expertise in areas of instruction, or special talents or skills by serving in classrooms, offices, libraries, shops, and on the athletic field. Hawaii schools are under a mandate by the state legislature to adopt S/C-BM eventually. Three major events are occurring in Hawaii related to the decentralization; that is, the school-community-based management of the school system. First the Department of Education is being restructured to make it a two-tier rather than a three-tier organization by eliminating the district intermediate level. Second, a governance study is under way with a format to accommodate the restructuring of the education system. And finally, schools are being empowered to allow more principals, teachers, students, parents, and community members to make decisions. (Contains 12 references.) (DFR)

ED 444 265   EA 030 588

Dimmock, Clive, Ed.; Walker, Allan, Ed.
Future School Administration: Western and Asian Perspectives. Educational Studies Series.
PUB DATE- 00

Approach for Educators" (Dianne Koontz Lowman) and (2) "Exploring Role Release in the Multidisciplinary Team" (Bonnie L. Utley and Mary Jane K. Rapport); and a third article, "Review of Research and Conceptual Literature on the Use of Botox with Individuals with Cerebral Palsy and Related Spastic Disorders" (S. John Obringer). Book reviews include "The Educator's Guide to Feeding Children with Disabilities" by Dianne Koontz and Suzanne McKeever Murphy, "Collaborative Teams for Students with Severe Disabilities: Integrating Therapy and Educational Services" by Beverly Rainforth and Jennifer York-Barr; and "Children with Facial Difference: A Parent's Guide" by Hope Charkins. (Articles include references.) (CR/LC)

ED 444 284 EC 307 973

Fishkin, Anne S., Ed.; Cramond, Bonnie, Ed.; Olszewski-Kubilius, Paula, Ed.
Investigating Creativity in Youth: Research and Methods.
PUB DATE- 99
NOTE- 449p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Adolescents; Children; *Cognitive Development; *Cognitive Processes; *Creativity; *Cultural Influences; Divergent Thinking; Environmental Influences; Family Influence; History; Models; *Research Methodology; *Student Evaluation; Talent Development; Training Methods

This book explores the conceptual and historical bases for examining creativity, cognitive functioning and creativity, cultural influences on creativity, research methodologies for examining creativity, assessment of creativity, and effectiveness of major creativity training models. Chapters include: (1) "Issues in Studying Creativity in Youth" (Anne S. Fishkin); (2) "A Survey of Psychological Studies in Creativity" (Jane Piirto); (3) "Research Support for a Conceptual Organization of Creativity" (Susan Keller-Mathers and Mary C. Murdock); (4) "Problem Finding: A Key to Creative Productivity" (Alane J. Starko); (5) "Creators Thinking and Producing: Toward a Developmental Approach to the Creative Process" (Susan Merrill Rostan and Jeanie Goertz); (6) "The Judgmental Bases of Creativity and Implications for the Study of Gifted Youth" (Mark A. Runco and others); (7) "Early Childhood Interests: Seeds of Adult Creativity" (LeoNora M. Cohen and Judith A. Gelbrich); (8) "Motivation for Productive Creativity" (Gail Lewis); (9) "Perspectives in Studying Creativity and Cultural Diversity" (Scott L. Hunsaker and Mary M. Frasier); (10) "Is Creativity Quantitatively Measurable? A Paradigm for Creativity Research" (Karen B. Rogers); (11) "Qualitative Research Methods for Studying Creativity" (Karen Meador and others); (12) "Assessment of Cognitive and Affective Behaviors Related to Creativity" (Aileen S. Johnson and Anne S. Fishkin); (13) "Going beyond the Scores of the Torrance Tests of Creative Thinking" (Bonnie Cramond); (14) "Diagnostic Assessment of Creativity in Students" (Robert J. Kirschenbaum and Dorothy Ciner Armstrong); (15) "Effectiveness of Training Children's Divergent Thinking: A Meta-Analytic Review" (Michael C. Pyryt); (16) "Research Relating to the Development of Creative Productivity Using the Enrichment Triad Model" (Sally M. Reis and Joseph M. Renzulli); and (17) "Research-Based Strategies and Programs To Facilitate Creativity" (Karen S. Meador and others). (Chapters include references.) (CR)

ED 444 285 EC 307 974

data, and contact information for a broad range of programs. Programs are grouped into the following research priorities: (1) employment outcomes; (2) health and function; (3) technology for access and function; (4) independent living and community integration; (5) associated disability research areas; (6) knowledge dissemination and utilization; (7) Americans with Disabilities Act technical assistance projects; (8) capacity building for rehabilitation research training; and (9) state technology assistance. Appendices provide a subject index, an index by grantees, an index of projects by state, an index by principal investigators, and a listing of NIDRR projects by program type. (CR)

ED 444 304   EC 307 994

Idaho Special Education Manual.
PUB DATE- 99
NOTE- 421p.
LANGUAGE- English
EDRS Price- MF01/PC17 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Accommodations (Disabilities); Academic Standards; Accountability; Charter Schools; Confidentiality; *Disabilities; Discipline; Due Process; Educational Legislation; Elementary Secondary Education; Eligibility; *Federal Legislation; Federal Regulation; Grading; Graduation Requirements; Individualized Education Programs; Private Schools; *Special Education; *State Regulation; Student Evaluation; *Student Placement; Student Records; Student Rights
IDENTIFIERS- Disproportionate Representation (Spec Educ); *Idaho; Individualized Transition Plans; Individuals with Disabilities Educ Act Amend 1997

This manual is a set of guidelines to assist Idaho school districts in carrying out the provisions of the Individuals with Disabilities Education Act (IDEA) Amendments of 1997, and its implementing regulations which became final on March 12, 1999. The manual also incorporates changes in Administrative Rules of the Idaho State Board of Education, which became effective August 4, 1999. Specific chapters address: (1) major elements of IDEA; (2) identification of students with disabilities and referral to special education; (3) student evaluation and eligibility, consent for assessments, and reevaluation; (4) Individualized Education Programs (IEPs), the IEP team, and IEP procedural requirements; (5) least restrictive environment requirements; (6) discontinuation of services, graduation, and grading; (7) procedural safeguards and confidentiality, access to records, surrogate parents, independent education evaluations, mediation, and due process; (8) private home and charter school students; (9) improving results, performance goals and indicators, suspension and expulsion rates, and disproportionality; and (10) documentation requirements. Extensive appendices include information on related federal laws, suggested modifications and instructional interventions, rating scales, best practices for IEP development and implementation, nondiscriminatory grading policies, procedures for resolving complaints, dual enrollment, and transition services. (CR)

ED 444 305   EC 307 995

Burgstahler, Sheryl; Nourse, Steve

DESCRIPTORS- Attitude Measures; Beliefs; *Disabilities; Elementary School Teachers; Elementary Secondary Education; Foreign Countries; Higher Education; *Inclusive Schools; Secondary School Teachers; *Teacher Attitudes; Teacher Surveys
IDENTIFIERS- *Spain

This study explored the attitudes and beliefs of Spanish regular classroom teachers toward inclusion. The "Inclusion Attitudes and Beliefs" survey instrument was administered to 100 preservice and inservice regular classroom teachers enrolled in a postgraduate program before taking a special education course. Results indicated that the teachers' attitudes toward inclusion could be classified as either: (1) acceptance of primary responsibility for included students and the positive effects of inclusion, particularly in the social domain; or (2) strong reservations about work load, skills necessary to teach diverse students, and fear of eliminating the continuum of placements. No statistically significant differences were found between Spanish preservice and inservice teachers' beliefs and attitudes. The paper concludes that continuous teacher education focused on perceptions and attitudes is needed to enable teachers to work effectively with special needs students. The survey, with teacher responses for each question, is attached. (Contains 15 references.) (DB)

ED 444 324 EC 308 015

Students with Attention Deficit Disorders ADD/ADHD: Eligibility Issues and Service Options under the Individuals with Disabilities Education Act (IDEA) and Section 504.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 98
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Attention Deficit Disorders; Compliance (Legal); Delivery Systems; Educational Legislation; Educational Policy; Elementary Secondary Education; *Eligibility; *Federal Legislation; Federal Regulation; *Hyperactivity; Rehabilitation; *Special Education; Standards; Student Placement
IDENTIFIERS- Americans with Disabilities Act 1990; Department of Education; *Individuals with Disabilities Education Act; *Rehabilitation Act 1973 (Section 504)

This document presents basic information and materials on eligibility and service options for students with attention deficit disorder (ADD) or attention deficit hyperactivity disorder (ADHD) under the Individuals with Disabilities Education Act (IDEA) or Section 504 of the Rehabilitation Act of 1973. An introduction notes that the three main service options for students with ADD/ADHD continue to be either the general education classroom, special education services, or Section 504 accommodations. The first section presents common questions and answers regarding service options. These questions address: screening and interventions, referral, procedural safeguards, evaluation procedures, eligibility, and location of services (least restrictive environment). The second section provides a chart detailing similarities and differences between Section 504, IDEA, and the Americans with Disabilities Act. The following section provides an overview of Section 504 and focuses on the student placement process. Next is a list of 36 possible academic accommodations for students with ADD/ADHD. Also included are two policy letters from the considered and their planned maintenance requirements are dealt with in the appendices. (Contains 30 references, 19 figures, and 15 tables.) (GR)

ED 444 347 EF 005 768

Hauer, Jody; Bombach, Valerie; Mohr, Caryn; Masse, Ann
Preventive Maintenance for Local Government Buildings: A Best Practices Review.
PUB DATE- 00
NOTE- 167p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; Guidelines; *Public Schools; *School Maintenance
IDENTIFIERS- *Building Maintenance; Minnesota; *Preventive Maintenance

This report identifies seven strategic practices for effectively managing preventive maintenance of Minnesota school district, city, and county buildings; and profiles local jurisdictions currently using them. The following best practices for preventive maintenance are recommended: (1) inventory building components and assess their conditions; (2) build the capacity for ranking maintenance projects and evaluating their costs; (3) plan strategically for preventive maintenance in the long- and short-term; (4) structure a framework for operating a preventive maintenance program; (5) use tools to optimize the preventive maintenance program; (6) enhance the competence of maintenance workers and managers; and (7) involve appropriate maintenance personnel in decision making and in communicating buildings' needs. The report's three chapters provide background information defining preventive maintenance and its values, recommends best practices for preventive maintenance, and explains differences in local governments' use and management of preventive maintenance. Further, it describes obstacles local governments believe limit their ability to perform preventive maintenance and the state's role in local building maintenance. Appendices provide the report's study methodology and a checklist for measuring performance. Recent performance evaluations are also included. (GR)

ED 444 348 EF 005 819

Weiss, Jonathan
Sustainable Schools. IssueTrak: A CEFPI Brief on Educational Facility Issues.
PUB DATE- 00
NOTE- 5p.; HEERY International, Inc. helped to prepare this brief.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Facilities Design; *Educational Facilities Improvement; Elementary Secondary Education; Public Schools; *School Construction; *Sustainable Development

This report examines how an integrated design of the educational program and a school facility that responds to the economic, environmental, and social needs of a community create sustainable schools. It explores the effect buildings have on the earth's natural resources, the steps districts can take

Moisset, Christine, Ed.; Lipson, Mimi, Ed.
Selected Papers from NWAVE(E) 27 (Athens, Georgia, October 1-4, 1998). University of Pennsylvania Working Papers in Linguistics, Volume 6, Number 2.
PUB DATE- 99
NOTE- 164p.; Papers in this volume were presented at the Annual New Ways of Analyzing Variation Conference.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Child Language; Creoles; Dialect Studies; Ethnic Groups; Foreign Countries; French; French Canadians; Korean; Language Minorities; *Language Research; *Linguistics; Second Language Instruction; Second Language Learning; Sociolinguistics; *Uncommonly Taught Languages
IDENTIFIERS- Canada; Korea; South Africa

This issue includes the following articles: "Vowel Epenthesis in Vimeu Picard: A Preliminary Investigation" (Julie Auger, Jeffrey Steele); "Lexical Borrowings from French in Written Quebec English: Perspectives on Motivation" (Pamela Grant-Russell and Celine Beaudet); "Variable Article Use in Korean Learners of English" (Hikyoung Lee); "The Loss of Auxiliary Selection in English" (Mimi Lipson); "Syntactic Change in Progress: Semi-Auxiliary Busy in South African English" (Rajend Mesthrie); "The Emergence of Creole Subject-Verb Agreement" (Miriam Meyerhoff); "Double Subject Marking in L2 Montreal French" (Naomi Nagy, Helene Blondeau); "Testing the Creole Continuum" (Peter Patrick); "Going Younger To Do Difference: The Role of Children in Language Change" (Julie Roberts); and "Situated Ethnicities: Constructing and Reconstructing Identity in the Sociolinguistic Interview" (Natalie Schilling-Estes). References are appended to each article. (KFT)

ED 444 368 FL 026 360

Williams, Alexander, Ed.; Kaiser, Elsi, Ed.
Current Work in Linguistics. University of Pennsylvania Working Papers in Linguistics, Volume 6, Number 3.
PUB DATE- 00
NOTE- 351p.
LANGUAGE- English
EDRS Price- MF01/PC15 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Code Switching (Language); *Computational Linguistics; Computer Uses in Education; Dialects; Grammar; Hindi; Irish; *Language Research; Lexicography; *Linguistics; Phonetics; Phonology; Pronouns; Psycholinguistics; Second Language Instruction; Second Language Learning; Sociolinguistics; Syntax; *Uncommonly Taught Languages; World Wide Web; Yoruba

This issue includes the following articles: "On Negative Alternative Questions" (Chung-hye Han); "A Categorical Syntax for Verbs of Perception" (Robin Clark, Gerhard Jager); "Defective Complements in Tree Adjoining Grammar" (Seth Kulick, Robert Frank, K. Vijayshanker); "The Convergence of Lexicalist Perspectives in Psycholinguistics and Computational Linguistics" (Albert E. Kim, Bangalore Srinivas, John C. Trueswell); "Event Heads and the Distribution of Psych-Roots" (Martha McGinnis); "Echo Reduplication in Kannada: Implications for a Theory of Word Formation" (Jeffrey Lidz); "The Distribution of the Old Irish Infixed Pronouns: Evidence for the Syntactic Evolution of Insular Celtic?" (Ronald Kim); "Discourse Salience and Pronoun Resolution in Hindi" (Rashmi describes the observational research methodology and the results. A statistical analysis found significant differences between the level of engagement and teacher student interaction in the two program models, with the results favoring the experimental pod of the ESL program. These results are illustrated with qualitative data, collected through ethnographic narratives, which are presented in the report in the form of case study comparisons. Six appendices are included, containing a glossary of terms, detailed displays of data, sample forms, and other background information regarding the research methodology used. (Contains 10 references.) (KFT)

ED 444 387   FL 801 389

Alegre, Mary Kay; Moss, Donna
Assessing Individual Learner Goal Achievement.
PUB DATE- 99
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adult Education; Classroom Communication; Classroom Techniques; *English (Second Language); Instructional Materials; *Learner Controlled Instruction; Limited English Speaking; Second Language Instruction; Second Language Learning; *Teacher Education; Teacher Student Relationship; Worksheets
IDENTIFIERS- Arlington Public Schools VA

There is growing evidence that the needs of adult and child or adolescent learners are very different. A recent study of adult learning and literacy suggests that participants who have goals in mind are likely to persist in their studies, and changing a goal through experience appears to be a positive decision. Effective adult learning programs today strive to provide meaningful, learner-centered instruction that is informed by the learners' needs, interests, and goals. Tailoring instruction to class needs and class goals can be accomplished through class curriculum negotiation whereby students negotiate course content and set class goals. Such a process gives the learners a voice in their instruction and improves practice and instruction through a better understanding of adult learners' needs. This increases learners' motivation and confidence and leads them to commit more time to their studies--a valuable outcome for busy adults. This guide is designed to help the English-as-a-Second-Language (ESL) teacher do this effectively for a class of 20 or more individuals. The guide helps teachers and learners define goals, helps teachers and learners work together to define individual short-term goals, suggests instructional steps, helps teachers make class and individual goals and planning compatible, suggests ways to carry out plan progress and monitoring, and suggests ways to evaluate and document progress. Blank forms and worksheets are included. (Contains 20 references.) (Adjunct ERIC Clearinghouse for ESL Literacy Education) (KFT)

ED 444 388   FL 801 390

McKay, Heather; Tom, Abigail
Teaching Adult Second Language Learners. Cambridge Handbooks for Language Teachers.
PUB DATE- 99
NOTE- 244p.

guidance.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Benchmarking; College Faculty; Comparative Analysis; *Computer Assisted Instruction; Computer Uses in Education; Course Content; Course Evaluation; Curriculum Development; *Distance Education; Educational Assessment; Educational Technology; Evaluation Criteria; Faculty Development; Higher Education; Online Systems; Outcomes of Education; Program Evaluation; Standards; Student Development; *World Wide Web
IDENTIFIERS- Brevard Community College FL; Regents College NY; University of Illinois Urbana Champaign; University of Maryland University College; Utah State University; Weber State University UT

This study identifies 24 benchmarks considered essential to ensuring excellence in Internet-based distance learning, as used by the following six institutions which are leaders in distance education: Brevard Community College (Florida); Regents College (New York); University of Illinois at Urbana-Champaign; University of Maryland University College; Utah State University; and Weber State University (Utah). The benchmarks are divided into seven categories: (1) institutional support; (2) course development; (3) teaching/learning; (4) course structure; (5) student support; (6) faculty support; and (7) evaluation and assessment. The study seeks to ascertain the degree to which the benchmarks are actually incorporated in the policies and practices of the institutions, and how important the benchmarks are to faculty, administrators, and students. Quantitative information for the study was derived from a Likert-scale survey, and qualitative information was derived from in-depth interviews. The report concludes that, for the most part, the benchmarks are considered important and that the institutions strive to incorporate them into their policies, practices, and procedures. Appendixes contain institutional profiles and detailed survey results. (Contains 26 references.) (RH)

ED 444 408 HE 032 947

Randall, Monica E.
Study on the Place of Employment of Maryland Graduates.
PUB DATE- 00
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- College Graduates; Community Colleges; *Employment Opportunities; Employment Statistics; Higher Education; *Occupational Mobility; *Out of State Students; *Outcomes of Education; Questionnaires; State Colleges; State Universities; Student Surveys; Tables (Data); Two Year Colleges

This report examines the college graduates who remain in Maryland after graduation to live and work. The information is based on a series of follow-up surveys of bachelor's degree recipients and community college graduates conducted one year after graduation by the Maryland Higher Education Commission over the past 20 years. The analysis covers data only from Maryland public institutions because data from independent institutions has not been consistently available. The items on the questionnaire have remained the same over the entire period of the study; students were asked to identify their: (1) academic

PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Change Strategies; College Curriculum; Cultural Exchange; Diversity (Faculty); Diversity (Student); Educational Resources; Evaluation; Faculty Development; Foreign Students; *Global Approach; Higher Education; *International Education; *International Educational Exchange; *International Programs; Leadership; Long Range Planning; Models; Strategic Planning; Student Exchange Programs; Student Personnel Services; *Study Abroad; Teacher Exchange Programs
IDENTIFIERS- *Internationalism; Social Events

The trend to internationalize has impacted upon most higher education institutions in the United States. This paper offers an organizational framework for understanding and implementing internationalization as an institution-wide process. The first section of the paper discusses and identifies the core characteristics required for all internationalization efforts, including institutional commitment to internationalization; organizational leadership; and having the necessary resources. The next section discusses and offers micro examples of internationalization of three types of on-campus activities: (1) university services (e.g., student services, information technology/management); (2) curriculum development (individual course development, language courses, infusion, area studies, cross-cultural and international courses, and global studies); and (3) social events (cultural activities, cross-cultural discussions, residence hall activities, and student involvement). A final section of the paper looks at the macro perspective of internationalization, exploring four types of relationships: recruitment of international students; increasing study abroad educational opportunities for both students and faculty; having student and faculty exchange programs; and encouraging international collaborative research programs. (Contains 114 references.) (MKA)

ED 444 427 HE 033 162

Schoorman, Dilys
Internationalization: The Challenge of Implementing Organizational Rhetoric.
PUB DATE- 00
NOTE- 34p.; For another paper on internationalization by this author, see HE 033 161.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Administrators; Case Studies; College Faculty; Comparative Analysis; *Foreign Students; Global Approach; *Graduate Students; Higher Education; Institutional Environment; *Institutional Mission; *International Educational Exchange; Interviews; Organizational Objectives; *Program Development; Program Effectiveness; *Program Implementation
IDENTIFIERS- *Internationalism

This case study investigated the impact of an institutional mission to internationalize on the daily educational experiences of higher education faculty and students. A secondary purpose of the study was to investigate the role of international students in the internationalization process. The study was conducted in two selected departments of a large Midwestern university in which the administrative mission to internationalize had been institutionalized for five years. Data was gathered through interviews with 4 administrators, 6 faculty, and 12 foreign graduate students and from institutional strategic plan documents. Responses were coded blending of resources for ongoing program support through collaboration. This workbook offers the following items: (1) a process for educators and service providers for forming successful collaborations related to family literacy; (2) questions for examining key elements of effective, four-component family literacy programs; and (3) a form for development of action plans no matter the stage of collaboration formation or program development. The 13 sections of the workbook cover the following topics: community needs; collaboration; action planning; instructional services; support services; site selection; recruitment and retention; integration of components; program management; staff selection; staff development; setting up shop; and evaluation and accountability. Three appendixes contain the essential components of family literacy, a list of common partners for family literacy program development, and family literacy goals. (KC)

ED 443 949 CE 080 411

Shah, S. Y.
Professionalisation of Indian Adult Education.
PUB DATE- 98
NOTE- 10p.; Paper presented at the Asia Regional Literacy Forum (2nd, New Delhi, India, February 9-13, 1998). Later published in University News: A Weekly Chronicle of Higher Education & Research (October 19, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Educators; Adult Literacy; Developing Nations; *Educational Needs; *Faculty Development; Foreign Countries; Higher Education; Independent Study; Literacy Education; Program Development; *Teacher Certification; Teacher Education
IDENTIFIERS- *India; *Professionalization of Teaching

This paper looks at the following aspect of the professionalization of adult education in India: professional training of adult educators. It first defines professionalization and then discusses the following essential prerequisite for that process: the development of a well-designed professional training program with adequate institutional backing, certification procedures, and code of practice. Several training needs for adult educators are examined, and the paper advocates for the training needs of senior adult educators. Following a short discussion of the limitations of the university system for training adult educators, the paper suggests the development of a professional program of training, beginning with an assessment of the requirements, interests, and academic backgrounds of all the personnel associated with the program. It then recommends the development of modules--independent units of study with specific objectives, contents, reading materials, and educational technology--to be used for independent study or training of adult educators. Recommendations are made for systemic changes in the university system to facilitate improved training for adult educators in India. (KC)

ED 443 950 CE 080 458

Freedman, Stephen; Knab, Jean Tansey; Gennetian, Lisa A.; Navarro, David

(120),Speeches, Conference Papers, "Papers Presented at..."
(150)
DESCRIPTORS- *Accountability; Articulation (Education); College
School Cooperation; Community Colleges; *Educational
Improvement; Educational Legislation; Educational Research;
Federal Aid; Federal Government; Federal Legislation;
Government Role; High Schools; Integrated Curriculum;
*Postsecondary Education; *Program Effectiveness; Tech Prep;
*Vocational Education
IDENTIFIERS- *Carl D Perkins Vocational Technical Educ Act 1998;
Impact Studies; *National Assessment of Vocational Education

This paper suggests a variety of topics for the National Assessment of Vocational Education (NAVE) to support as it reviews progress under the Carl D. Perkins Vocational Technical Education Act 1998 (Perkins III). Section 1 covers the task most closely related to the legislation itself, which is to examine how community colleges and other postsecondary institutions have responded to the key requirements of Perkins III. The requirements are: development of accountability measures; incorporation of academic competencies into postsecondary occupational education (PSOE) and the integration of academic and occupational education; tech prep efforts to link high schools and community colleges; allocation of federal funds; and types of institutions providing PSOE. Section 2 addresses five criteria to judge the effectiveness of PSOE programs, each of which serves as a starting point for at least two kinds of research: determining what conventional or modal practices in PSOE are and identifying promising practices for others to emulate. The criteria are labor market information and connections; curriculum and pedagogy; support services; connections to other programs; and data and improvement. Section 3 examines four issues beyond Perkins III: meaning of completion; "new fluidity" in postsecondary education; limited success of federal legislation; and the role the federal government should perform. (YLB)

ED 443 968   CE 080 516

Rosenfeld, Stuart A.
Linking Measures of Quality and Success at Community Colleges to
Individual Goals and Customer Needs. NAVE Design Papers.
PUB DATE- 99
NOTE- 8p.; Paper presented at the Independent Advisory Panel
Meeting, National Assessment of Vocational Education (May 6-7,
1999). For related NAVE Design papers, see CE 080 513-515.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays
(120),Speeches, Conference Papers, "Papers Presented at..."
(150)
DESCRIPTORS- *Community Colleges; Economic Impact; *Educational
Policy; *Federal Government; Government School Relationship;
Influences; *Institutional Characteristics; Labor Market;
Outcomes of Education; School Business Relationship; *School
Community Relationship; Student College Relationship; Student
Educational Objectives; Two Year Colleges; *Vocational Education
IDENTIFIERS- *National Assessment of Vocational Education

Two-year institutions of higher education have, in many ways, been anomalies in America's educational enterprise. Vocational education studies and assessments completed in 1981, 1989, and 1994 have all treated postsecondary vocational education primarily as more advanced versions of secondary programs and minimized the differences. Compared to secondary vocational education programs, community colleges do the following: (1)

make the transition from entry-level jobs to higher paying jobs. Chapter 5 focuses on the special needs of welfare recipients with significant personal and family challenges. It explores different approaches to help these hard-to-place individuals develop the skills to move toward unsubsidized employment and reviews experiences of enterprises that have successfully created employment opportunities for them. (Contains 87 endnotes and a 67-item bibliography.) (YLB)

ED 443 986 CE 080 548

Building Skills for the New Economy: Innovative Initiatives. National Skills Summit.
PUB DATE- 00
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; *Allied Health Occupations Education; Auto Mechanics; Building Trades; Community Development; Computer Literacy; Disabilities; Disadvantaged; Dropouts; Females; Information Technology; *Innovation; Internet; *Job Skills; *Job Training; Labor Education; Labor Force Development; Labor Needs; *Nontraditional Occupations; Postsecondary Education; Program Development; Secondary Education; Service Learning; Student Employment; Telecommunications; Unemployment; Veterans; Vocational Education; Youth
IDENTIFIERS- *Cross Role Training

This booklet presents 12 examples of innovative initiatives to skill shortages nationwide. The description of each one provides this information: the challenge, partners, the story, and contacts with addresses and telephone numbers. The initiatives are Communications Workers of America and Cisco Systems: Military to Work Project; Knowbility and Powershift Group: Accessibility Internet Rally; Bell Atlantic Corporation and Northeast Career Planning: Train for 2000; Turner Jobs Corps Center and Albany State University: EXPECTS SUCCESS; Women Unlimited and Maine Department of Transportation: Connecting Women to Jobs in Construction; Home Builders Institute, National Association of Home Builders Women's Council, and Pozzi Window Co.: Cornerstone Project; ELTECH Systems Corporation: Cross-Training Full-Time Employees To Create a More Flexible Workforce; International Association of Machinists and the Boeing Co.: Quality through Training Program; City of Baltimore, Maryland and Civic Works: Community Improvement Teams; WomenVenture, Minnesota Teamsters Service Bureau, and Auto Dealerships: Increasing Women's Representation in Automobile Service Jobs; UPS, State of Kentucky, University of Louisville, Jefferson Technical College, and Jefferson Community College: Metropolitan College Program; and Paraprofessional Healthcare Institute and Home Care Associates of Philadelphia: Training and Retention Program. (YLB)

ED 443 987 CE 080 550

Mobus, Martine
From Equivalence to Transparency of Vocational Diplomas: The Case of France and Germany.
PUB DATE- 00
NOTE- 5p.; Published during the 1st quarter 2000.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

management, this document presents an overview of Ohio's Integrated Technical and Academic Competencies (ITAC) system of career-focused education and specific information about the business and management ITAC career cluster. The first half of the document, which introduces the ITAC system's underlying principles and elements, contains the following items: (1) descriptions of the three types of integrated competencies (core, career cluster, and specialization) forming the ITAC model; (2) guidelines for using ITAC; (3) an explanation of the components of the 51 core ITAC; and (4) a table detailing the academic connections in the core ITAC. The second half of the document, which focuses on business and management career cluster ITAC, is divided into six sections, each of which focuses on one of the following strands deemed essential for all careers: solving problems and thinking skillfully; communicating effectively; applying technology; working responsibly; planning and managing a career; and managing resources. Each section contains the following items: expectation; competencies; sample scenario; sample guiding questions; connections to core ITAC competencies; connection to academic models; and connections to Ohio's proficiency tests and ACT Work Keys. (MN)

ED 444 003 CE 080 572

Environmental & Agricultural Systems Career Cluster ITAC for Career-Focused Education. Integrated Technical & Academic Competencies.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Career-Technical and Adult Education.
PUB DATE- 99
NOTE- 108p.; For other ITAC documents, see CE 080 570-577.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Education; *Agricultural Education; Agricultural Occupations; Behavioral Objectives; Career Development; *Career Education; Career Planning; Communication Skills; Competence; *Competency Based Education; Core Curriculum; Critical Thinking; Education Work Relationship; Employment Qualifications; *Environmental Education; Evaluation Criteria; Integrated Curriculum; Job Skills; Learning Activities; Money Management; Occupational Clusters; Partnerships in Education; Performance Factors; Problem Solving; Relevance (Education); School Business Relationship; Secondary Education; Skill Development; Skilled Occupations; *Statewide Planning; Student Evaluation; Systems Approach; Teaching Guide Contextualized Instruction; *Ohio; Work Keys (ACT)
IDENTIFIERS- Contextualized Instruction; *Ohio; Work Keys (ACT)

Designed for Ohio educators responsible for planning programs to prepare high school students for careers in environmental and agricultural systems, this document presents an overview of Ohio's Integrated Technical and Academic Competencies (ITAC) system of career-focused education and specific information about the environmental and agricultural systems ITAC career cluster. The first half of the document, which introduces the ITAC system's underlying principles and elements, contains the following items: (1) descriptions of the three types of integrated competencies (core, career cluster, and specialization) forming the ITAC model; (2) guidelines for

Ashton, Rune Axelsson, and Erik Wallin.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- *Adjustment (to Environment); Career Choice; Comparative Analysis; *Cooperative Education; Decision Making; Economic Climate; *Education Work Relationship; Educational Attainment; Educational Attitudes; Educational Needs; Educational Objectives; Employer Employee Relationship; Employment Level; Employment Opportunities; Employment Patterns; *Employment Qualifications; Entry Workers; Environmental Influences; Ethnic Groups; Foreign Countries; Holistic Approach; Job Search Methods; Labor Market; Models; Needs Assessment; Parent Attitudes; Parent Role; Postsecondary Education; Public Policy; Role of Education; School Business Relationship; Secondary Education; Sex Differences; Social Class; Stud *Canada; Great Britain; Impact Studies; *Information Age; Sweden
IDENTIFIERS- *Canada; Great Britain; Impact Studies; *Information Age; Sweden

This book examines the factors responsible for the difficulties being experienced by many young Canadians trying to find permanent jobs in a growing economy and explains how Canadian youths can make the best use of the opportunities offered by academic and other programs to find a satisfying life in the workforce. The following are among the topics discussed in the book's 10 chapters: (1) theories of transition and a holistic developmental model; (2) the role of early experiences in successful transition from school to work; (3) the influence of family heritage (class, gender, ethnicity); (4) education, transition, and the salience of learning (parents' and youths' education, key purposes of education, correlates of parents' aspirations for youth); (5) cooperative education as a bridging program (toward the integration of education and employment, theory and analysis, characteristics of cooperative education students, effectiveness and improvement of cooperative education, work study students); (6) employers and transition; (7) value consonance and transition; (8) testing the model of transition as a cumulative process; (9) comparative models of transition in Canada, Great Britain, and Sweden; and (10) dimensions of transition and conditions for attainment. Eighteen tables/figures are included. Appended are 17 additional tables. The bibliography contains 215 references. (MN)

ED 444 020 CE 080 602

Booth, Alan, Ed.; Crouter, Ann C., Ed.; Shanahan, Michael J., Ed.
Transitions to Adulthood in a Changing Economy: No Work, No Family, No Future?
PUB DATE- 99
NOTE- 285p.; Based on a symposium held on October 30-31, 1997 at Pennsylvania State University.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Adjustment (to Environment); Adolescents; At Risk Persons; Beliefs; Blacks; *Career Development; Criminology; Cultural Context; Disadvantaged; *Economic Change; *Education Work Relationship; Educational Attainment; Employed Women; *Employment Opportunities; Employment Patterns; Family Income; *Family Influence; Foreign Countries; Futures (of Society); Hispanic Americans; Income; Individual Development; Labor Market; Marriage; Needs Assessment; Parent Influence;

Evaluation Plan.
PUB DATE- 00
NOTE- 28p.; For NAVE Design papers, see CE 080 512-516.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *Compliance (Legal); Educational Change; *Educational Legislation; Educational Policy; Federal Legislation; Outcomes of Education; Postsecondary Education; *Program Evaluation; *Research Methodology; Secondary Education; Special Needs Students; *Vocational Education
IDENTIFIERS- *Carl D Perkins Vocational Technical Educ Act 1998; *National Assessment of Vocational Education

The Carl D. Perkins Vocational and Technical Education Act as amended in 1998 (Perkins III) requires that a national assessment of vocational education (NAVE) be conducted. Several key policy issues are likely to shape the course of vocational education and of the NAVE: (1) the small federal investment in vocational education relative to overall federal education spending; (2) the focus of education reforms on improving students' academic achievement; and (3) changes in accountability and funding provisions in Perkins III. The NAVE will seek to discover which strategies improve the performance of vocational students, what are the pathways by which sub-baccalaureate students prepare for careers, and whether the policy shift to flexibility and accountability is likely to improve program quality and student outcomes for regular and special needs students. The NAVE study agenda calls for diverse data collection and analysis methods and the study of key issues in both secondary and postsecondary vocational education. Because NAVE results must be reported to Congress by July 2002, the study will reflect the very early efforts made in response to new provisions in Perkins III. (KC)

ED 444 037 CE 080 721

Lynch, Richard L.
New Directions for High School Career and Technical Education in the 21st Century. Information Series No. 384.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 108p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reports - Research/Technical (143)
DESCRIPTORS- Career Academies; *Career Education; Early Childhood Education; *Education Work Relationship; Educational Change; Educational Improvement; Elementary Education; High Schools; Integrated Curriculum; Middle Schools; Tech Prep; *Technical Education; *Vocational Education

This report identifies and describes new directions for vocational, or career and technical, education in high schools at the beginning of the 21st century. It synthesizes the thought and opinion of a variety of stakeholders, gathered through interviews and a review of policy-influencing documents and research. It begins with an historical overview of high school vocational education. Forces influencing high school career and technical education are described: the new economy, as a community of technical experts, they can encourage policymakers to use values, theory, and research findings to assess the impact of current practices and to generate new policies. Career development specialists can actively use policy to institutionalize values and preferred outcomes, starting by advancing counseling's values in the very problem definitions that structure legislative action. In addition to values, career development specialists can offer policymakers career theory as a viable means of coordinating and systematizing workforce policy. The science of vocational psychology provides a dependable source of knowledge to inform public policy aimed at developing a satisfactory workforce and satisfied workers. Vocational psychology has also produced effective career guidance techniques for assessing persons, providing occupational information, and matching people to fitting positions. Career professionals can offer their values, theory, and empirical knowledge as a descriptive base from which to devise principles and construct social policy regarding workforce development and career guidance. It is time for career development specialists to become more proactive in revitalizing values, theory, and research, and to become policy actors who help to development and guide our national workforces. (Contains 41 references.) (JDM)

ED 444 056 CG 030 151

Aisenson, Diana B.; de Faletty, Raquel Migone; de Del Compare, Mercedes Garcia
Career Development in Argentina.
PUB DATE- 00
NOTE- 16p.; In: Making Waves: Career Development and Public Policy. International Symposium 1999 Papers, Proceedings, and Strategies (Ottawa, Ontario, Canada, May 2-4, 1999); see CG 030 145.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Vocational Education; *Career Counseling; *Career Development; Colleges; Counselor Training; Ethics; Foreign Countries; Information Sources; Job Training; National Programs; *Public Policy; School Guidance; Vocational Education
IDENTIFIERS- *Argentina

In Argentina, vocational guidance is used to identify psychological and educational resources to help people through transitions and changes, and to develop training, job-related projects, and strategies useful to acquire new competencies. Though public policies favoring the development of an integrated national counseling system do not exist, many intermediate organizations provide free guidance programs. Public universities have the most efficient and organized guidance services. Guidance is also delivered through health services, and some state hospitals provide free vocational guidance services as part of their mental health programs. Many counselors attempt to meet the needs of the population through private practice as well. Priority areas for the future include: defining a policy for career guidance; creating a system that ensures access to career guidance by the whole population; increasing the education budget; and creating regional information and guidance centers. Actions needed in order for these events to occur include increasing the national budget; coordinating educational levels to facilitate for misbehavior often bring lawsuits against institutions. Involving legal counsel in the review process can help prevent institutions from being sued in the first place and can help them prevail in lawsuits that do come before the courts. Attorneys can also help to correct common misperceptions about student discipline processes. By participating in the review process, institutional counsel can ensure that student discipline policies steer clear of criminal law references and promote living and learning environments for students. A thorough review of student discipline policies will cover specific areas, such as where the institution's rules apply, who determines whether a student broke the rules, and who decides on sanctions. It will address the role of attorneys in student discipline, as well as how to handle appeals of disciplinary sanctions. The student discipline policies that result from such a systematic review will help nurture the living/learning environment on campus, while preserving students' rights and reinforcing their responsibilities. (MKA)

ED 444 075   CG 030 219

Hudley, Cynthia; Wakefield, David; Scott, Whitney; Bui, Kerra; Cuellar, Marcela
Race and Kinship: Children's Categorization Processes.
PUB DATE- 00
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behavioral Science Research; Blacks; Children; Educational Experience; Elementary School Students; Grade 1; Grade 3; Primary Education; *Public Education; Race; Racial Attitudes; *Racial Relations; *Social Cognition; Social Environment; Whites
IDENTIFIERS- Latinos

Public schooling provides an opportunity for children of various races to interact more closely. School experience can create a consistent level of cross-racial contact that may not be duplicated in other social settings. However, cross-racial contacts in schools are not always positive. Research suggests that children may differ in their racial understanding as a function of their experience with racial variability in their social environment or their racial identification. This study considers two research questions: (1) Given individual photos of people of various races, what are the decision rules children use to sort photos into family groups? and (2) How will decisions differ as a function of age, gender, and community type? African American, Latino, and European American students in the first and third grades (N=420) participated in the study. The results determined that children use skin color most often to make racial categorization decisions, although children's use of skin color for categorization declined with age. An attempt was made to describe differences in children's communities but a confounding of variables made interpretation of community effects speculative. (Contains 16 references.) (JDM)

ED 444 076   CG 030 221

Harewood-Jones, Wanda L.; Foster, Larry D.
Guidance Curriculum Resource.

NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Cocaine; College Athletics; *College Students; Drinking; Extracurricular Activities; Fraternities; Higher Education; *Illegal Drug Use; Marijuana; Peer Influence; Self Esteem; *Sex Differences; Student Attitudes; Student Surveys; Tobacco
IDENTIFIERS- Caffeine; United States (Northeast)

This study assesses the differential substance use between male and female college students through the administration of a survey of recent use of six commonly used psychoactive substances (cigarettes, chewing tobacco, alcohol, marijuana, cocaine, and caffeine). It investigates the situational contexts associated with use of particular substances as well as the motivating factors prompting different types of substance use. The survey also explores the relationships between substance use and participation in college Greek organizations and athletics. It considers self-esteem deficits because of their association with underlying substance abuse problems. Students (males=69, females=126) attending college in suburban Northeastern United States completed the survey. Few significant differences emerged between men and women on the substance use measures. In considering the reasons why young adults use psychoactive substances, findings support the notion that men and women differ on the majority of items related to situational contexts in which substance use was likely. Failure to find any significant differences in substance use as a function of fraternity/sorority membership, athletic participation, or self esteem challenges several common stereotypes. The paper suggests that replication of this study with a larger, more representative sample would provide a better assessment of the generalizability of the findings. (Contains 16 references.) (JDM)

ED 444 098 CG 030 261

Venuti, John Paul; Conroy, Matthew; Bucy, Paige; Landis, Pamela L.; Chambliss, Catherine
Prejudice against Cigarette Smokers in Higher Education.
PUB DATE- 00
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Students; Foreign Countries; Group Behavior; Health Education; Higher Education; Interpersonal Competence; *Smoking; *Social Cognition; Social Discrimination; Stereotypes; Student Attitudes
IDENTIFIERS- Australia; United States (Northeast)

This study extends earlier work (Campbell, et al., 2000) which documented discriminatory attitudes towards college students who smoke by exploring personality stereotypes associated with student smoking, using a sample of students (N=222) from the Northeastern United States and Australia. Findings of this study corroborate those of other researchers who have found that perceptions of smokers are generally more negative than perceptions of nonsmokers. Nonsmokers were more likely to be viewed as conscientious, ambitious, and having good judgment. Smokers were seen, except by other smokers, as less intelligent and more hostile. A striking disparity in differential perceptions was noted on the dimension of independence. While smokers saw their own group as significantly more independent,

Project-Based Learning.
PUB DATE- 00
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Constructivism (Learning); Elementary Education; *Literacy; *Student Motivation; *Teaching Methods
IDENTIFIERS- *Student Engagement

Instructors must be steadfast in their intent to alter conventional transmission models of instruction and to embed reading and writing fully in subject area learning so that avid reading and writing become a natural part of all classroom activity. One instructional model offering engagement of students with material is the constructivist approach, as evidenced in project-based learning. In this approach, founded on inquiry and an inner need to know, topics must grow from students' felt needs, and project development involves resources from and exploration of multiple subject areas. Steps to implement project-based learning include: (1) beginning with what students already know; (2) encourage multiple responses to learning events; (3) allow students to help shape the curriculum; and (4) monitor collaborative work and developing students' ability to monitor their own work. Such learning engages students in real reading and writing activities leading to increased knowledge about the world and increased literacy abilities. (Contains 17 references.) (EF)

ED 444 120 CS 014 045

Baker, Elizabeth A.
Instructional Approaches Used To Integrate Literacy and Technology.
PUB DATE- 00
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Computer Assisted Instruction; Ethnography; Grade 4; *Information Literacy; Instructional Effectiveness; Intermediate Grades; *Process Approach (Writing); *Reading Instruction; *Writing Instruction
IDENTIFIERS- *Inquiry Role Approach

Elementary teachers have a significant responsibility to foster children's abilities to read and write; today they are also encouraged to incorporate technology in their classrooms. This article reports results from an ethnographic study that examined the inquiry and process writing approaches a fourth-grade teacher used in a classroom where literacy instruction and a rich technological environment were successfully integrated. The article discusses both the approaches and the challenges the teacher encountered, which included addressing students' abilities to analyze sources, create quality products, and deal with conflicting information. The article reports that the classroom fostered important literacy skills, such as valuing substantive over flashy results and learning to verify and reference information. The article also explores how the study's findings may provide helpful insights to elementary teachers who seek to integrate literacy instruction and technology. (Contains 41 references.) (EF)

ED 444 121 CS 014 046

the Australian Literacy Educators Association and the Australian English Teachers Association (Canberra, Australia, July 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Diversity (Student); Educational Change; Elementary Education; Foreign Countries; *Literacy; Naturalistic Observation; *Reading Instruction; School Culture; *Writing Instruction
IDENTIFIERS- *Australia; *Educational Issues

This paper explores some ongoing dilemmas facing literacy educators, employing a combination of fictional accounts and summaries of actual instances during literacy lessons. Noting that the Commonwealth of Australia's recent policy/monograph is entitled "Literacy for All: The Challenge for Australian Schools," the paper points out that there are perennial questions relating to how different children acquire differential literacies from their experiences of schooling and how schooling and assessment practices might be reformed to offer equitable literacy outcomes. The paper first re-examines some pervasive and dangerous myths about who the "all" (as in "Literacy for All") are and how the "all" already include divided populations. Second, it turns to how institutions confer credits (or otherwise) on different children differently for what they bring to school. Third, the paper argues that in these times it is absolutely necessary that the literacies made available to young people in schools are multiple, inclusive, critical, sophisticated, and pleasurable. It suggests that schooling is and should be about more than just literacy in any narrow sense of the concept. The paper concludes with six questions to think about regarding literacy practices. (Contains 29 references.) (NKA)

ED 444 140 CS 014 087

Goodman, Yetta M.; Paulson, Eric J.
Teachers and Students Developing Language about Reading through Retrospective Miscue Analysis.
SPONS. AGENCY- National Council of Teachers of English, Urbana, IL. Research Foundation.
PUB DATE- 00
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Discourse Analysis; Elementary Secondary Education; Instructional Effectiveness; *Miscue Analysis; *Reading Improvement; Reading Instruction; *Reading Processes; Reading Research; *Teacher Student Relationship
IDENTIFIERS- *Retrospective Miscue Analysis

A study explored how Retrospective Miscue Analysis (RMA) is successful, using discourse analysis of the questions and discussion strategies used during RMA. Seven readers with successful RMA sessions who represented several age/grade groups, ethnic groups, and linguistic backgrounds were chosen, and their discourse was analyzed over a period of 8 months. Examining what aspects of the RMA session support the readers' development of a positive view of himself or herself as a reader, over time, 4 subcategories emerged: procedural, language used, interactional, and ownership/control. Examining also what language the reader uses to talk about his or her product of this implicit understanding, i.e., published articles. A think-aloud protocol was used to record the supervisor's revision of an NESBC student's draft journal article. The revised paper was analyzed to see whether Swales' "moves" were present, and the recorded text was analyzed to see how and why the supervisor rearranged the draft. This paper is collaboration between an engineer and an applied linguist. It describes the process of reorganization of a professional journal article which an NESBC postgraduate student and his supervisor went through to arrive at format suitable for publication. (Contains 24 references.) (Author/RS)

ED 444 161   CS 217 211

Rives, Bonnie; Smith, Tamara; Staples, Gail
Improving Student Social Skills through the Use of Children's Literature.
PUB DATE- 00
NOTE- 55p.; Master of Arts Action Research Project, Saint Xavier University and SkyLight Professional Development.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Action Research; *Childrens Literature; Conflict Resolution; *Cooperative Learning; Elementary Education; Empathy; Grade 1; Grade 5; Grade 7; *Instructional Effectiveness; *Interpersonal Competence; Responsibility; Self Control
IDENTIFIERS- *Direct Instruction

This report describes a program for improvement of student social skills to include respect for self and others, conflict resolution, and self-control. The targeted population consisted of first, fifth, and seventh graders located in northwestern Illinois. The problems of deficiencies in social skills were documented. Data were collected from discipline referrals, teacher journal entries, and student surveys. Analysis of probable cause data revealed that students lacked social skills in the areas of respect, empathy, self-control, responsibility, and conflict resolution. Review of the literature suggested that students lacked appropriate social skills due to increased negative social pressures. Other causes that were identified were lack of values taught in the home, student mobility, and the fact that social skills were not given the same emphasis as other academic skills. A review of solution strategies resulted in the decision to improve social skills development through the use of children's literature, direct instruction, and cooperative learning. Post intervention data indicated social skills instruction resulted in improved student behavior and conflict management. Classroom teachers reported that students' use of appropriate social skills increased after the intervention. (Contains 30 references, and a table and 5 figures of data. Appendixes contain survey instruments, an observation checklist, and lesson plans for grades 1, 5, and 7 dealing with respect, empathy, self-control, responsibility, and conflict resolution.) (Author/RS)

ED 444 162   CS 217 212

de Vries, Rudi; Ohlsen, Ronald
The Promotion of Reading by Television: A Study of the Effects of the TV-Series "I've Already Got a Book."
PUB DATE- 98
NOTE- 7p.; Paper presented at the Biennial Meeting of the

Dishes or Doing Schoolwork? Reflective Action as Renewal" (Janet Alsup); (5) "'Miss White Will Not Be Here Today': Feedback as Renewal" (Marilyn Schultz); (6) "'Logic and Sermons Never Convince': Maternal Thinking as Renewal" (Marilyn Richardson); (7) "Finding Her Way: Searching as Renewal" (Patrick Shaw); (8) "Chaos and Renewal" (Roy F. Fox); and (9) "Toward a New Model for Teacher Renewal" (Roy F. Fox). (Contains 57 references.) (RS)

ED 444 180 CS 217 231

Jago, Carol
Alice Walker in the Classroom: "Living by the Word." The NCTE High School Literature Series.
PUB DATE- 00
NOTE- 87p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Authors; Censorship; Class Activities; Critical Thinking; *English Instruction; *High Schools; *Literature Appreciation; Novels; Poetry; Reading Instruction; Short Stories; Writing Instruction
IDENTIFIERS- Color Purple (The); *Walker (Alice)

This small book is a handy guide for bringing the work of author Alice Walker into the classroom. It includes biographical information, ideas for literature circles using Walker's short stories, sample writing lessons using Walker's poems, suggestions for teaching "The Color Purple," and a wealth of resources for further investigation of Alice Walker and her work. The book's 6 chapters are: (1) "Where Life and Art Intersect," with background information about Walker, including her activism during the 1960s civil rights movement; (2) "Writing from Models," offering guidelines for having students write their own poems modeled after several of Alice Walker's; (3) "'The Color Purple,'" exploring how students can develop the reading skills they need to navigate this challenging text; (4) "Taking a Critical Stance," offering reviews and critical analysis of Walker's work from various viewpoints, helping students reconsider and refine their own experience; (5) "Censorship," exploring issues of censorship in the classroom and providing suggestions for teachers committed to supporting their students' right to read; and (6) "More," containing additional sources of information about Alice Walker and her work. A chronology of Alice Walker's life is included. (Contains 19 references.) (SR)

ED 444 181 CS 217 232

Daniel, Carter A.
Grammatical Vocabulary: A Plea for the Re-Introduction of Grammatical Concepts into Our Schools.
PUB DATE- 99
NOTE- 52p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Descriptive Linguistics; Elementary Secondary Education; *Grammar; Language Skills; *Student Needs; Writing Improvement
IDENTIFIERS- *Grammatical Terminology

That ruling caused advisers, principals, and students to reevaluate the operation of those publications. This study investigates press freedom in high school newspapers at the end of the century. Usable surveys on press freedom in the schools were received from 138 advisers and 84 school principals in 47 states. The findings paint a clear picture of a high school student press that is not free, that is controlled mostly by advisers, but also by principals, and that views editing of the paper by the faculty adviser as the norm. (Contains 19 references and 3 tables of data.) (Author/RS)

ED 444 202 CS 510 380

Olson, Lyle D.
Student Publications Experience of Journalism and Mass Communication Educators.
PUB DATE- 00
NOTE- 26p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (83rd, Phoenix, AZ, August 9-12, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- High Schools; Higher Education; *Journalism Education; Journalism Research; *Student Experience; Student Publications; *Teacher Attitudes

This paper presents the results of a random e-mail survey of college and university journalism and mass communication educators about their high school and college student publications experience. The study found that 61.5% of the educators had high school experience and 72.4% had college experience. In addition, 40.9% of the respondents decided to pursue journalism and mass communication as a career before or during high school. (Contains 13 references and 8 tables of data.) (Author/RS)

ED 444 203 CS 510 381

Carroll, Robert A.
Preparing Public Relations and Advertising Students for the 21st Century: A Case Study.
PUB DATE- 00
NOTE- 16p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (83rd, Phoenix, AZ, August 9-12, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Advertising; Case Studies; Course Descriptions; Curriculum Development; Higher Education; *Integrated Curriculum; *Marketing; Program Descriptions; *Public Relations

In 1993, the Task Force on Integrated Communications reported that public relations and advertising students would better be prepared to enter a changing communications industry through an "integrated" curriculum. This paper is a case study of how one university has attempted to meet that challenge. The work has resulted in the development of an "Integrated Marketing Communications" class for advertising, public relations, and marketing seniors. Also, the public relations and advertising programs were joined to form a new integrated Public Relations/Advertising major while still allowing specialized fallout from the sudden resignation of the new school's head teacher, all the while discussing the ideological battles that unfolded so as to explicate the choices made by those involved. The book states that organized school systems dominate individuals in an authoritarian manner--no person or persons controlled the school, and so no one was responsible. The volume uses a narrative approach to reveal accountability and provide a long-term view of the school. It concludes that authority should seek a nonembedded authority rather than a self-serving security at the cost of liberty. (Contains an index and 99 references.) (RJM)

ED 444 224 EA 030 510

Swaim, Marty Shollenberger; Swaim, Stephen C.
Teacher Time: Why Teacher Workload and School Management Matter to Each Student in Our Public Schools. A Parent and Teacher View on School Quality.
PUB DATE- 99
NOTE- 138p.; Foreword by Larry Cuban.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Educational Change; Educational Policy; Elementary Secondary Education; *Faculty Workload; *Needs Assessment; *Public Schools; *School Administration; *Teachers; Teaching Conditions; Time Management

This book presents the argument that teachers need more time for students, more time for planning, and more time for teaching. It claims that the United States should adopt and pay for the model used for public schools elsewhere in the world by having smaller classes, fewer classes per day for each teacher, and more work time for teachers to plan what they teach and to evaluate the work of individual students. Teacher knowledge must be the basis for both planning and management decisions about how to spend money and time so that each child is well served. Furthermore, teachers, school administrators, and public officials need a common basis for deciding issues that affect educational quality. These needs are explored through classroom stories, which reveal the nature of the American school, the teacher's job, how little time a teacher has for each child, and how school management affects the quality of the teacher's time with students. The book features a "homework" section that includes exercises that address classroom decisions, recruitment, training, and evaluation, all of which can be used in schools and school districts to effect change. (Contains an index and 52 references.) (RJM)

ED 444 225 EA 030 511

Cross, Elsie Y.
Managing Diversity: The Courage To Lead.
PUB DATE- 00
NOTE- 250p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Change Strategies; *Diversity (Institutional);

Relationship; *Staff Development; Technical Education
IDENTIFIERS- *Comprehensive School Reform Demonstration Program

This folio series is designed to be used by school leaders--particularly superintendents and principals--involved in the process of comprehensive school reform. The folios can be used to initiate discussion, guide planning, or organize review sessions. The suggestions are intended to help the reader explore possibilities when designing a new reform initiative. The information will also assist in rethinking or reviewing reform efforts already under way. The folio is organized around eight issues that are essential elements of any successful program: research-based innovation, professional development, staff support, family and community involvement, external support and assistance, comprehensive design, resource allocation, and evaluation. Educators will find guidance about thinking comprehensively and ensuring that the intervention envisioned is based on sufficient, high-quality research findings. Suggestions are also provided for engaging the support of teachers and staff, involving family and community members in the life of the school, and using outside consultants, assistance providers, and other sources of external technical support. Tips for creating worthwhile professional development activities, aligning resources to better support program design and implementation, and evaluating progress toward goals and benchmarks are also provided. (Contains 56 references.) (DFR)

ED 444 244 EA 030 562

Castaneda-English, Patricia; Hord, Shirley M.; Saenz, Victor; Buttram, Joan L.
Correlates of Successful Implementation and School Change: An Annotated Bibliography.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Cooperation; *Educational Change; *Educational Improvement; Elementary Secondary Education; *Innovation; Leadership; *Learning Experience; Public Schools; *School Restructuring
IDENTIFIERS- *Comprehensive School Reform Demonstration Program; Elementary Secondary Education Act Title I; *New American Schools

To gain information on how schools in the Southwestern region are implementing a new program, the staff of the Comprehensive School Reform Demonstration (CSRD) project undertook the development of a survey instrument. Based on the research on school change, the survey provides information to schools, districts, and state departments about the implementation of the CSRD program. To create an instrument grounded in the research on school change, CSRD staff consulted the literature, specifically on the implementation phase. A wide array of factors were identified for inclusion in the survey instruments. It was found that the references in this paper deepened understanding about what needs to occur in schools for such programs to be successfully implemented. These annotations are being published to facilitate the work of other researchers, state CSRD coordinators, school district staff, principals, and teachers who want to increase their understanding of the mechanics of change and implementation of

NOTE- 360p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Academic Achievement; *Educational Change; Elementary Secondary Education; Foreign Countries; *Global Education; Leadership; *Management Development; Public Schools; *School Administration; *School Effectiveness

This edited volume brings together a number of chapters on key issues of educational administration and policy facing schools and school systems in varied parts of the world. There is a growing international interest in and respect for the attributes and achievements of students, schools, and school systems in different parts of the world. Asian educators look toward the Anglo-American world for models of school reform and improvement, while concurrently, Western educators are looking at the school systems of East and Southeast Asia--particularly those of Taiwan, Korea, Singapore, Japan, and Hong Kong--whose students have consistently outperformed Anglo-American students on international achievement tests in mathematics and science. A number of themes run through the contributions to the book: school performance, school effectiveness, leadership, management, school design, improvement, and change. A major concern of the contributors is the legitimacy of applying theories, ideas, policies, and practices emanating from one societal culture and transposing them into others with different cultural, political, and economic contexts. (DFR)

ED 444 266 EA 030 589

Matsui, Bruce
Action Mapping: A Planning Tool for Change. HSLA Monograph.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 25p.; This monograph is part of a series published quarterly by Hawaii School Leadership Academy, Hawaii State Department of Education. For others in the series, see EA 030 587, EA 030 590, and EA 030 591.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Action Research; *Educational Change; *Educational Environment; Elementary Secondary Education; *Organizational Development; Public Schools; *Systems Analysis; *Systems Approach

Future leaders will have to rely upon skills that are far different from those used in the past. Action mapping serves as a meta-process for moving schools toward desired ends; it calls upon school leaders to move into action, to reflect upon such actions, and to collect stories for future reflections. This process could be helpful to a school going through accreditation with the Western Association of Schools and Colleges (WASC). Action mapping could be used to consolidate a school's WASC self-study findings into a schoolwide action plan. This monograph challenges current planning processes, and posits instead a sense-making process that allows organizations to transform themselves in seemingly chaotic environments. Action mapping assumes that organizations value networks that support the flow of information throughout its system. In action mapping, those responsible for producing success share the responsibilities of developing wisdom for an entire organization. It presupposes that change requires support from

Lyle, Molly
100 Activities for Transition.
PUB DATE- 00
NOTE- 119p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Career Awareness; Career Exploration; Career Planning; Daily Living Skills; *Disabilities; Employment Experience; Employment Opportunities; Interpersonal Communication; *Learning Activities; Problem Solving; Secondary Education; *Self Determination; Student Educational Objectives; *Transitional Programs
IDENTIFIERS- *Individualized Transition Plans; *Job Shadowing

This manual describes 100 ways to make a commitment to transition via Individual Transition Goals for students with disabilities. The goals cover five basic transition areas: (1) communication and problem solving; (2) daily living; (3) securing and keeping a job; (4) career awareness; and (5) self-determination. To help meet those objectives, 100 activities are described that correspond to the theme areas. Activities are designed to be completed within a class period, although many can be expanded to several class periods depending on students' needs and the community resources accessed. The manual includes a Job Shadowing Unit that provides tips on setting up a job shadow program involving parents, employers, and students and on evaluating the experience. Information is provided on the legal issues and risks of job shadowing, activities before job shadowing, activities between job shadow experiences, and the students' and employers' role. A resources section includes many samples and fill-in worksheets to illustrate and accompany the 100 transition activities. It also includes forms to complete with information from local community resources, such as contacts at local community colleges, organizations, leisure sites, and employment agencies. A list of Internet addresses for locating career and job information has also been included. (Contains 10 references.) (CR)

ED 444 286 EC 307 975

Portage Project Outreach. Portage Project of Cooperative Educational Service Agency 5. Final Report.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC. Early Education Program for Children with Disabilities.
PUB DATE- 00
NOTE- 106p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Disabilities; *Early Intervention; Family Environment; *Family Programs; Infants; Minority Group Children; *Outreach Programs; Professional Development; Toddlers; *Training Methods; Young Children

This final report discusses the activities and outcomes of the Portage Outreach Project, an early intervention project designed to meet the varied needs of state and local agencies around the country through the provision of highly acclaimed training addressing provision of early intervention services from an ecological perspective. The purpose of the project was

Accommodating Students with Disabilities in Math and Science Classes: A Resource for Teachers and Videotape .
SPONS. AGENCY- National Science Foundation, Arlington, VA.; Eisenhower Program for Mathematics and Science Education (ED), Washington, DC.
PUB DATE- 00
NOTE- 252p.; Videotape not available from ERIC. Additional funding provided by the Telecommunications Funding Partnership and U.S. West Communications.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Non-print Media (100)
DESCRIPTORS- *Academic Accommodations (Disabilities); *Access to Education; *Assistive Devices (for Disabled); Computer Uses in Education; *Disabilities; Educational Technology; Elementary Secondary Education; Higher Education; *Mathematics Instruction; *Science Instruction

This kit is designed to help science and mathematics teachers become more aware of the rights, responsibilities, potential contribution, and needs of students with disabilities, teachers' responsibilities for ensuring equal educational opportunities for all students in their programs, and strategies for accommodating students who have disabilities in science and math classes. Material includes a notebook, a 2-hour videotape recording, and informational handouts and a pamphlet on the DO-IT (Disabilities Opportunities Internetworking Technology) program. The "Background and General Strategies" section of the notebook covers general issues related to access to education for individuals with disabilities, and legal and attitudinal issues as well as general teaching strategies. The "Computing Access" section covers the three areas that must be addressed in order to provide full access to computing resources (computer lab access, provision of adaptive technology, and universal design of electronic resources). The "Access to Math and Science" section provides strategies and examples for making educational activities accessible to all students, including students with disabilities. A list of general resources and a glossary on disability issues relevant to science and mathematics instruction are also included, along with reproducible handouts and overhead transparency templates. The videotape demonstrates how technology can be used to make instruction accessible. (CR)

ED 444 306   EC 307 996

Stepanek, Jennifer
The Inclusive Classroom. Meeting the Needs of Gifted Students: Differentiating Mathematics and Science Instruction. Its Just Good Teaching Series.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 56p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Ability Grouping; *Ability Identification; *Academically Gifted; Classroom Environment; *Curriculum Design; Elementary Secondary Education; Females; Flexible

Department of Education's Office of Civil Rights and Office of Special Education Programs regarding service options. (DB)

ED 444 325   EC 308 016

Special Education Issues in Confidentiality.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 98
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Confidentiality; *Disabilities; Elementary Secondary Education; *Federal Legislation; Federal Regulation; Legal Responsibility; Parent Rights; Privacy; School Responsibility; *Special Education; *Standards; *Student Records
IDENTIFIERS- *Family Educational Rights and Privacy Act 1974

This document provides a variety of materials concerned with confidentiality issues in special education and suggested activities for using the materials in staff development. The first item is a list of 13 general rules for maintaining confidentiality in the internal communications of a school or school system. The second item is a list of 10 exceptions to general rules prohibiting disclosure, such as written consent, medical or psychiatric emergency, court order, or abuse. The third item lists nine basic principles for maintaining the confidentiality of education records based on the Family Educational Rights and Privacy Act (FERPA). Examples of these principles are that each school district must have a written student records policy and that parents have the right to inspect and review their children's school records. The fourth item is a list of 14 questions and answers relative to confidentiality and FERPA. The following section offers four hypothetical situations dealing with confidentiality and suggests discussion questions. The final item is a policy letter from the Family Policy Compliance Office of the U.S. Department of Education regarding the transfer of student records electronically. (DB)

ED 444 326   EC 308 017

Copenhaver, John
Extended School Year Services: The New Mexico State Department of Education Technical Assistance Document. Revised and Updated .
PUB DATE- 00
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Compliance (Legal); *Disabilities; Elementary Secondary Education; *Extended School Year; Guidelines; Individualized Education Programs; *Student Needs; Time Factors (Learning)
IDENTIFIERS- *Individuals with Disabilities Education Act; *New Mexico

This document presents an analysis of the New Mexico program of providing extended school year services to students with toward sustainable school design during extensive renovation and construction projects, and what constraints exist when applying sustainable design and construction to school facilities. An outline of key components of a sustainable school project are illustrated using two case studies. (GR)

ED 444 349   FL 026 338

Verplaetse, Lorrie Stoops
Teacher Input and the Marginalization of Limited-English-Proficient Students.
PUB DATE- 96
NOTE- 22p.; Paper presented at the Annual Meeting of the American Association of Applied Linguistics (Chicago, IL, March 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Bilingual Teachers; *Classroom Communication; Classroom Research; Elementary Secondary Education; *English (Second Language); *Limited English Speaking; *Native Speakers; Second Language Instruction; Second Language Learning; Speech Acts; *Speech Communication; *Teacher Student Relationship
IDENTIFIERS- Academic Language; Content Area Teaching

This study looks at the effect of native speaker (NS) teacher input on limited-English-proficient (LEP) students' access to classroom speech events. It seeks to determine whether content area teachers modify their talk when interacting with LEP students in the classroom. The study also seeks to describe such modifications and establish whether they determine the level of interaction by LEPs in the classroom. It builds on similar research conducted on the casual interaction of NS and LEP individuals in the workplace, where it was found that certain NS modifications hinder the LEPs participatory role in the speech event. There is evidence to support the belief that NS content area teachers are modifying their discourse in interactions with LEP students in ways that reduce the students' opportunities for interaction. If this is indeed the case, then current research should be expanded to devise a training agenda that can teach content area teachers to alter their discourse strategies in talk to LEPs to create more productive and responsive speech environments. Numerous data tables and charts are included. (Contains 20 references.) (KFT)

ED 444 350   FL 026 339

Boberg, Charles, Ed.; Meyerhoff, Miriam, Ed.; Strassel, Stephanie, Ed.
A Selection of Papers from NWAVE New Ways of Analyzing Variation (25th, Las Vegas, Nevada, October 1996). University of Pennsylvania Working Papers in Linguistics, Volume 4, Number 1.
PUB DATE- 97
NOTE- 432p.; Papers presented at the Annual New Ways of Analyzing Variation Conference (Las Vegas, NV, October, 1996).
LANGUAGE- English
EDRS Price- MF01/PC18 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Black Dialects; Code Switching (Language); *Dialects; English (Second Language); Ethnic Groups; Grammar; Immigrants; Language Minorities; *Language Research; Lexicography; *Linguistics; Phonetics; Phonology; Pronouns; Pronunciation; Second Language Instruction; Second Language

Prasad, Michael Strube); "The Effect of Thematic Roles on Pronoun Use and Frequency of Reference Continuation" (Jennifer E. Arnold); "Bilingual Code-Switching and the Open/Closed Class Distinction" (Ellen F. Prince and Susan Pintzuk); "Dialect Acquisition and Prestige" (Clarissa Surek-Clark); "Final Extrametricality in Latin and Manam" (Eugene Buckley); "Yoruba Vowel Elision and Compounding" (Amanda Seidl); "The Laryngeal Effect in Korean: Phonology or Phonetics?" (Eon-Suk Ko); and "Multidimensional Exploration of Online Linguistic Field Data" (Steven Bird). Individual articles contain references. (KFT)

ED 444 369   FL 026 361

Hones, Donald F.
In Quest of Freedom: Towards Critical Pedagogy in the Education of Bilingual Youth.
PUB DATE- 00
NOTE- 37p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Action Research; Bilingual Education Programs; *Dialogs (Language); *English (Second Language); High School Students; High Schools; Language Minorities; Limited English Speaking; Power Structure; Second Language Instruction; Second Language Learning; Teacher Education; Teacher Student Relationship; *Teaching Methods
IDENTIFIERS- *Critical Pedagogy

This paper seeks to build on the growing body of literature demonstrating the value of a dialogical process in second language learning, especially in work with students who are not part of the dominant cultural or linguistic group. It identifies and describes the ways in which bilingual secondary students engaged in dialogical processes begin to challenge the power relationships within their schools and communities, and explores the role of dialogic pedagogy in transforming the work of teachers. Three principle research questions are addressed: (1) In what ways can a critical, dialogic process come into being in the lives of students and teachers, and how does this affect their lives in and out of school? (2) What can be the role of a university teacher education program in fostering such a dialogic process? (3) What part can a critical, dialogic pedagogy play in supporting the academic achievement of bilingual students, particularly those at the secondary level? It is concluded that dialogic pedagogy in which students' linguistic and cultural understandings are sources of knowledge and bridges to the curriculum will benefit bilingual students academically and socially. Bilingual students become more interested in the academic content of school and more motivated to master the linguistic tools that will allow them a full participation in society. (Contains 56 references and 4 appendices.) (KFT)

ED 444 370   FL 026 362

McCafferty, Steven G.
Gesture and the Zone of Proximal Development in Second Language Learning: A Case Study.
PUB DATE- 00
NOTE- 14p.; Paper presented at the Annual Meeting of the American

LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; *Class Activities; Classroom Communication; Classroom Environment; *Classroom Techniques; Daily Living Skills; *English (Second Language); Immigrants; Lesson Plans; Limited English Speaking; Questionnaires; Second Language Instruction; Second Language Learning; Student Evaluation; Teaching Methods; Worksheets

This book addresses the special needs of adults studying English, particularly those who have immigrated to English-speaking countries. It provides a useful summary of the principles involved in teaching adults as well as a wealth of activities specially designed for adult learners. The book is divided into three sections. Section 1 contains an introduction to adult language learners. It also discusses assessment and placement of students and the organization of courses and lessons. Section 2 gives teachers techniques for building community in the classroom. Section 3 provides activities designed for students at various levels that are organized thematically around topics such as self-identification, food, clothing, and work. Whenever possible, alternative activities are suggested to accommodate the needs of multilevel classes. Numerous blank forms and questionnaires are included--many of which are suitable for photocopying and use by the teacher and students. A grammar index and function index are appended. (Contains 23 references.) (Adjunct ERIC Clearinghouse for ESL Literacy Education) (KFT)

ED 444 389 FL 801 391

Thurston, Patricia
In Their Own Words: Using Student Writing as a Resource.
PUB DATE- 97
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; Class Activities; Classroom Communication; Classroom Techniques; *English (Second Language); Immigrants; Instructional Materials; Learner Controlled Instruction; Limited English Speaking; Literacy; Second Language Instruction; Second Language Learning; Skill Development; *Teacher Education; Worksheets; *Writing Instruction; *Writing Skills

This document is a teachers' compilation of instructions, step-by-step suggestions, and sample writing activities. It is designed to help the English-as-a-Second-Language (ESL) teacher teach adult English language learners who already have excellent communicative and life-skills knowledge, but who need to build better writing skills. Examples are drawn from an intensive adult ESL writing class, meeting 10-15 hours per week. These are self-selected students who have identified a lack of English writing skills as an impediment to further career advancement or to enrolling in post secondary coursework. The activities, processes, and topics described here can be successfully adapted for other levels or for non-intensive classes. Working on and sharing together these writing tasks always serves to bring the students together in a strong classroom community. (Adjunct ERIC Clearinghouse for ESL major; (2) residency status at the time students initially enrolled; (3) residency status one year after graduation; and (4) place of employment. The data show that at least 85 percent of bachelor's degree recipients who were Maryland residents at enrollment remained in Maryland, and at least 31 percent who were out-of-state residents at enrollment remained in Maryland. However, there are considerable differences when the data is examined by academic major. In general, the percentage of community college graduates who remain in Maryland is higher than the percentage of bachelor's degree recipients. Two appendices detail full-time employment fields of graduates one year after graduation. (RH)

ED 444 409 HE 032 948

Maruyama, Geoffrey; Moreno, Jose F.; Gudeman, Roxane Harvey; Marin, Patricia
Does Diversity Make a Difference? Three Research Studies on Diversity in College Classrooms.
SPONS. AGENCY- Spencer Foundation, Chicago, IL.; Law School Admission Council, Princeton, NJ.
PUB DATE- 00
NOTE- 96p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - General (020),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Attitude Measures; Case Studies; *Classroom Environment; College Environment; College Faculty; Cultural Awareness; *Diversity (Faculty); Diversity (Institutional); *Diversity (Student); Higher Education; Institutional Mission; Minority Groups; *Multicultural Education; Outcomes of Education; Policy Formation; Political Correctness; Questionnaires; Sex Differences; Social Integration; Teacher Attitudes
IDENTIFIERS- *Macalester College MN

This report contains three studies on diversity in college classrooms. Following a review of the historical background in the introduction, Part 1, "University Faculty Views about the Value of Diversity on Campus and in the Classroom," offers a discussion of various diversity issues, such as institutional and departmental values; effects on classrooms, research, and teaching; negative effects; student benefits; responses of faculty; and comparisons of male and female responses. Part 2, titled "College Missions, Faculty Teaching, and Student Outcomes in a Context of Low Diversity," analyzes the content of mission statements of top selective liberal arts colleges; discusses the experience at Macalester College; and summarizes the case for diversity. Part 3, "The Educational Possibility of Multi-Racial/Multi-Ethnic College Classrooms," attempts to understand the outcomes that result from interactions among diverse students by describing a qualitative study of specific interactive classrooms. Three overarching themes emerge: (1) racial and ethnic diversity is necessary but not sufficient for creating the most effective educational environment; (2) racial and ethnic diversity increases the educational possibilities of the classroom; and (3) multiracial/multiethnic classes enhance educational outcomes. Appended, as Part 4, is the faculty classroom diversity questionnaire, which focuses on faculty attitudes toward diversity at their institutions and in their own classrooms. All sections of the document contain references. (RH)

ED 444 410 HE 032 949

according to three categories: participants' perceptions of the mission to internationalize, descriptions of daily experiences, and perceptions of the role played by international students in the educational process. Comparative analysis revealed disjunctions at three levels between articulated institutional goals and implementation at the departmental level; these were: perceived importance of internalization to all academic fields, desired scope of internationalization, and perceived role of international students. The paper concludes with several recommendations for implementing internationalization, noting that internationalization must be undertaken as a comprehensive university-wide effort, that it must be adopted as part of the on-going "normal" process of education, and that feedback between hierarchical organizational levels is necessary. (Contains 42 references.) (CH)

ED 444 428   HE 033 163

Moore, Jamillah
Increasing Access to the University.
PUB DATE- 00
NOTE- 29p.; Paper presented at the Annual National Conference of the American Association for Higher Education (Anaheim, CA, March 29-April 2, 2000).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Access to Education; *Affirmative Action; Black Students; *College Admission; College Entrance Examinations; Disadvantaged Environment; *Diversity (Student); Educationally Disadvantaged; Higher Education; Hispanic American Students; Institutional Characteristics; *Institutional Mission; Minority Groups; Public Policy; School Demography; Selective Admission; State Legislation; State Universities
IDENTIFIERS- *African Americans; Latinos; Underrepresentation; *University of California

In June 1995, California Governor Pete Wilson issued an executive order to end "preferential treatment and to promote individual opportunity based on merit." In response to the governor's order, the Regents of the University of California introduced a special resolution that barred the University from using race, religion, ethnicity, or national origin as criteria for admission to the university or to any program of study. The goal of this paper is to provide background information surrounding the new admissions policy to the University of California and its impact upon underrepresented students seeking access. After tracing some student demographics, the paper offers a history of admissions to the University of California from its inception in 1849, through establishment of the Regents of the University in the late 1880s and the setting of qualifications for admissions, to changes in the 1960s that reshaped California higher education, to the policy resolution in 1974 that addressed the issue of diversity, and finally to the June 1995 order which ended race-based decision making in admissions. The paper offers evidence and argues that this policy has caused stagnant growth in underrepresented minority student admission to the university and calls for admissions policies that address the needs of new student populations. (Contains 22 references.) (CH)

ED 444 429   HE 033 165

The Los Angeles Jobs-First GAIN Evaluation: Final Report on a Work First Program in a Major Urban Center.
SPONS. AGENCY- Los Angeles County Dept. of Public Social Services, CA.; Department of Health and Human Services, Washington, DC.; Ford Foundation, New York, NY.
PUB DATE- 00
NOTE- 295p.; For first-year evaluation findings, see ED 431 132.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Education; Cost Effectiveness; *Employment Patterns; *Employment Programs; Entry Workers; Income; Job Search Methods; Low Income; Poverty Programs; Program Effectiveness; Program Evaluation; State Programs; *Welfare Recipients
IDENTIFIERS- California (Los Angeles County); Welfare to Work Programs

A large-scale evaluation was conducted of Jobs-First GAIN, a strongly employment-focused mandatory welfare-to-work program. Its main features were an unusually intensive program orientation; high quality job clubs; job development activities; strong encouragement to take entry-level jobs and combine work and welfare in the short-term; and relatively tough, enforcement-oriented case management. The research sample included 15,683 single parents and 5,048 members of 2-parent families. The net cost of Jobs-First GAIN was relatively low. These impacts for single parents were identified: Jobs-First GAIN led to substantial two-year increases in employment and earnings; modest reductions in welfare and Food Stamp receipts and large reductions in welfare and Food Stamp payments were produced; a small net increase in total income in year 2 was produced; use of child care increased, as did the incidence of child care problems that affected employment; the child outcomes examined showed no systematic effects; larger employment and earnings gains were achieved than with the county's previous, basic-education-focused program; many different types of welfare recipients were benefited; and costs were more than offset by savings in welfare payments and other types of assistance. Impacts for two-parent families were somewhat larger than for single-parent families. Two-year earnings gains increased for both men and women in two-parent families, with the average gain for men being nearly twice as large as women's. (YLB)

ED 443 951 CE 080 472

Griffin, Colin
Lifelong Learning: Policy, Strategy and Culture.
PUB DATE- 00
NOTE- 18p.; Colloquium paper, June-October 2000.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Access to Education; Developed Nations; *Educational Policy; Foreign Countries; Futures (of Society); Government Role; Government School Relationship; *Lifelong Learning; *Policy Analysis; Policy Formation; *Public Policy
IDENTIFIERS- United Kingdom

Traditionally, the concern of education policy in the United Kingdom has been with public education systems, but a question that needs to be addressed is whether lifelong learning lends itself to the same kind of analysis. The following forces are putting traditional forms of social policy out of business:

serve a much broader range of student populations; (2) have a different relationship to their local economies and thus different customers and missions; (3) operate in a different competitive environment; (4) serve different customers; (5) exhibit greater variations among states and within states than do high schools; and (6) are freer to respond to changing economies and labor markets. Also, community college programs, curricula, and enrollments are driven by different forces. The upcoming National Assessment of Vocational Education presents an a opportunity to better understand the current nature of the community college enterprise by studying the following: (1) individuals' goals and expectations and the ways they use the system; (2) colleges' decisions concerning missions, alliances, and investments and businesses' use of and linkages to colleges; (3) the impacts of colleges on regional labor markets and economies and the effects of labor markets and economies on students; and (4) innovators and catalysts for innovation. (YLB)

ED 443 969   CE 080 517

Hoachlander, Gary
Toward a New Framework of Industry Programs for Vocational Education: Emerging Trends in Curriculum and Instruction.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 98
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Standards; Advisory Committees; Classification; Curriculum Development; Definitions; *Delivery Systems; *Education Work Relationship; Educational Needs; Educational Objectives; Educational Principles; Educational Theories; Educational Trends; *Industrial Training; Instructional Design; Job Skills; Models; National Standards; Occupational Clusters; Postsecondary Education; *School Business Relationship; Secondary Education; State of the Art Reviews; State Programs; State Standards; Systems Approach; Teacher Certification; Trend Analysis; *Vocational Education; Vocational Education Teachers
IDENTIFIERS- *National Skill Standards Board; New Zealand; Sweden; United States

The issue of developing a new framework of industry programs for vocational education in the United States was examined in a study of the current status of programmatic structures nationally and among the 50 states. The following are among the topics that were explored: (1) the rationale for a new programmatic framework in the context of changing economic and technological conditions; (2) emerging strategies for improving secondary and postsecondary education; and (3) alternative approaches to defining industry, career, and occupational clusters (taxonomies in use in Sweden and New Zealand; curricular divisions and taxonomies developed by the American Vocational Association and the National Skill Standards Board; frameworks in use in Oregon and Maryland). At least seven major industry clusters common to national and state initiatives were identified. It was recommended that the clusters be incorporated into a flexible framework for communicating the overall mission and scope of career and technical education in the United States and providing guidance for curriculum development and improvement. The study concluded that whatever framework finally emerges, it should address students' long-term employment prospects, encourage high levels of academic

PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Developed Nations; *Educational Certificates; Foreign Countries; *International Cooperation; Job Skills; *Occupational Information; Postsecondary Education; Secondary Education; *Student Certification; *Vocational Education
IDENTIFIERS- *France; *Germany

The decision to establish equivalencies between vocational training diplomas in France and Germany is a legal act subject to publication in the official gazettes of both countries. The procedure for establishing the equivalence and forms of implementation is defined in arrangements adopted by the committee of Franco-German experts in application of the 1977 agreement between the two countries. Since 1987, the cumbersome procedure has been replaced by a system that examines all diplomas in an occupational field. The new system has led to only very partial improvements. The committee of experts have undertaken a joint discussion aimed at developing a new more flexible and operational procedure, based on the transparency and comparability of diplomas. A work group of experts has adopted a method that follows the decision to accompany each new German diploma with a one-page descriptive note translated into English and French. The description includes these five headings: vocational title, length of training program, occupational target, occupational competencies acquired, and date of diploma creation. A comparison of the first descriptions prepared in the hotel management-catering field show that common references in the two countries guarantee the quality of the information produced. (YLB)

ED 443 988 CE 080 552

Besharov, Douglas J., Ed.
America's Disconnected Youth: Toward a Preventive Strategy.
SPONS. AGENCY- Commonwealth Fund, New York, NY.
PUB DATE- 99
NOTE- 313p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Academic Achievement; *Adolescents; Blacks; Dropout Prevention; Economic Status; *Education Work Relationship; Family Characteristics; Females; Helping Relationship; *High Risk Students; High Schools; Inner City; *Intervention; Males; Potential Dropouts; School Community Relationship; Self Concept; Sexuality; Social Status; Welfare Recipients; Whites; *Youth Problems
IDENTIFIERS- Church Members

This book reports on the first stages of a project to increase understanding about why some young people have difficulty making transitions to productive adulthood and how to help them make more successful transitions. Contents include an introduction, 10 chapters, and an epilogue. "Introduction: Preventing Youthful Disconnectedness" (Douglas Besharov, Karen Gardiner) provides overviews of each chapter. "Plight of the Inner-City Black Male" (William Julius Wilson) suggests disconnectedness is most visible in the contemporary inner city and describes the deteriorating economic and social status of inner-city black males. "Teen Sexuality Among Inner-City White Youth" (Patrick Stern) describes the role that sexual activity plays in establishing adult identities for youth in a poor, predominantly white neighborhood. "Prevalence, Patterns, and Outcomes" (Brett Brown, Carol Emig) provides a summary of findings from a study of disconnectedness. "Family Background, using ITAC; (3) an explanation of the components of the 51 core ITAC; and (4) a table detailing the academic connections in the core ITAC. The second half of the document, which focuses on the environmental and agricultural systems career cluster ITAC, is divided into six sections, each of which focuses on one of the following strands deemed essential for all careers: solving problems and thinking skillfully; communicating effectively; applying technology; working responsibly; planning and managing a career; and managing resources. Each section contains the following items: expectation; competencies; sample scenario; sample guiding questions; connections to core ITAC competencies; connections to academic models; and connections to Ohio's proficiency tests and ACT Work Keys. (MN)

ED 444 004 CE 080 573

Health Services Career Cluster ITAC for Career-Focused Education. Integrated Technical & Academic Competencies.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Career-Technical and Adult Education.
PUB DATE- 99
NOTE- 93p.; For other ITAC documents, see CE 080 570-577.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Education; *Allied Health Occupations Education; Behavioral Objectives; Career Development; *Career Education; Career Planning; Communication Skills; Competence; *Competency Based Education; Core Curriculum; Critical Thinking; Education Work Relationship; Employment Qualifications; Evaluation Criteria; *Health Occupations; Integrated Curriculum; Job Skills; Learning Activities; Money Management; Occupational Clusters; Partnerships in Education; Performance Factors; Problem Solving; Relevance (Education); School Business Relationship; Secondary Education; Skill Development; Skilled Occupations; *Statewide Planning; Student Evaluation; Systems Approach; Teaching Guides; Technical Educa Contextualized Instruction; *Ohio; Work Keys (ACT)
IDENTIFIERS- Contextualized Instruction; *Ohio; Work Keys (ACT)

Designed for Ohio educators responsible for planning programs to prepare high school students for careers in health services, this document presents an overview of Ohio's Integrated Technical and Academic Competencies (ITAC) system of career-focused education and specific information about the health services ITAC career cluster. The first half of the document, which introduces the ITAC system's underlying principles and elements, contains the following items: (1) descriptions of the three types of integrated competencies (core, career cluster, and specialization) forming the ITAC model; (2) guidelines for using ITAC; (3) an explanation of the components of the 51 core ITAC; and (4) a table detailing the academic connections in the core ITAC. The second half of the document, which focuses on the health services career cluster ITAC, is divided into six sections, each of which focuses on one of the following strands deemed essential for all careers: solving problems and thinking skillfully; communicating effectively; applying technology; working responsibly; planning and managing a career; and managing resources. Each section contains the following items: expectation; competencies; sample scenario; sample guiding questions; connections to core ITAC competencies; connections to academic models; and connections to Ohio's proficiency tests

Postsecondary Education; Poverty; Predictor Variables; Public Policy; Racial Differences; Salary Wage Differentials; Secondary Education; Sex Differences; Social Environment; Socioeconomic Status; Trend Analysis; Unemployment; Values; Germany; Impact Studies; Japan; *United States

IDENTIFIERS- Germany; Impact Studies; Japan; *United States

This book contains 17 papers devoted to the following four aspects of the transition to adulthood: effects of alterations in the structure of opportunity; effects of prior experiences in the family; effects of prior experience in the workplace; and career development and marriage formation during a period of rising inequality. The following papers are included: "How Has the Changing Structure of Opportunities Affected Transitions to Adulthood?" (Martha S. Hill, W. Jean Yeung); "Twenty-Something: Down and Out in the Other America" (J. Lawrence Aber); "Alterations in the Opportunity Structure: A Criminological Perspective" (John H. Laub); "Sure, I'd Like to Get Married...Someday" (Lynn White); "How Do Prior Experiences in the Family Affect Transitions to Adulthood?" (Kelly Musick, Larry Bumpass); "Marital Conflict, Parent-Child Relationships, Gender, and Outcomes for Young Adults in Families" (Martha Cox); "Family Inputs and the Transition to Adulthood" (Ronald R. Rindfuss); "Values and Beliefs as Determinants of Outcomes in Children's Lives" (William G. Axinn, Jennifer S. Barber, Arland Thornton); "How Do Prior Experiences in the Workplace Set the Stage for Transitions to Adulthood?" (Jeylan T. Mortimer, Carolyn Harley, Pamela J. Aronson); "What Work Fosters Adolescent Development?" (Stephen F. Hamilton); "Rethinking the Young Adult Life Stage: Prolonged Dependency as an Adaptive Strategy" (William S. Aquilino); "Having the Time of Their Lives: All Work and No Play?" (D. Wayne Osgood); "Career Development and Marriage Formation in a Period of Rising Inequality: Who Is at Risk? What Are Their Prospects?" (Valerie K. Oppenheimer, Alisa Lewin); "When History Is Omitted" (John Modell); "Sequence and Timing among Young Adult Transitions: The Impact of Poverty on Developmental Course" (Julia A. Graber); "Changing Marital Patterns: Consequences of Economic Distress?" (Sheldon Danziger); and "Conclusion: The Economies of Young Adulthood--One Future or Two?" (Jennifer Tanner, Scott Yabiku). Most papers include substantial bibliographies. (MN)

ED 444 021 CE 080 603

Barling, Julian, Ed.; Kelloway, E. Kevin, Ed.
Young Workers: Varieties of Experience.
PUB DATE- 99
NOTE- 282p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)

DESCRIPTORS- Academic Achievement; Adjustment (to Environment); Adolescents; Attitude Change; Blacks; Career Development; Child Labor; *Education Work Relationship; Educational Attainment; Educational Policy; Employment Level; Employment Patterns; Employment Practices; Environmental Influences; Foreign Countries; Income; Individual Development; *Industrial Psychology; Labor Legislation; Labor Relations; Literature Reviews; Occupational Safety and Health; Outcomes of Education; Part Time Employment;

IDENTIFIERS- African Americans; Brazil; *Canada; Dominican Republic; France; India; Indonesia; Italy; Japan; Nepal; New Zealand; Pakistan; Spain; Thailand; United Kingdom; *United States; Zimbabwe public expectations, new cognitive science research about learning, and a variety of school reform movements. The purposes of high school career and technical education are identified as follows: providing career exploration and planning, enhancing academic achievement and motivation to learn more, acquiring generic work competencies and skills useful for employment, and establishing pathways for continuing education and lifelong learning. The importance of the early childhood and middle school years in laying the foundation for high school and beyond is emphasized. The paper elaborates four themes for the new career and technical education: career planning and development, high school reform, upgrading of vocational education, and the K-14 model. These themes are discussed in terms of six components, four that contribute to student achievement (high school majors, contextual teaching and learning, work-based learning, authentic assessment) and two that relate to the organization of schools and school systems (career academies and tech prep). (Contains approximately 110 references.) (SK)

ED 444 038   CG 029 330

AusEinetter, 1997.
SPONS. AGENCY- Australian Commonwealth Dept. of Health and Family Services, Canberra.
PUB DATE- 97
NOTE- 18p.; Published quarterly. Only two issues were produced in 1997.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Adolescents; Children; *Intervention; *Mental Health; *Prevention; Programs; Self Concept; Suicide
IDENTIFIERS- *Australia

This document comprises the two AusEinetter newsletters published in 1997. The first newletter describes the background and structure of Australia's Early Intervention Network for Mental Health in Young People (AusEinet) and discusses the necessity of early intervention for mental health issues in young people 5-25 years of age. The following intervention programs and research studies are described: the National Early Psychosis Project; University of Queensland Evaluation of a Multimodal Treatment Program for Sexually Abused Children and Adolescents; CHAMPS (Community Health Adolescent Murraylands Peer Support); Adelaide Women's and Children's Hospital Division of Mental Health, Mental Health Promotion Projects; Mental Health Promotion: What Constitutes Primary Prevention of Teenage Suicide? A Program to Enhance Self-Concept in Young Children; Tasmania; South Australian Mental Health Promotion Program; Development of Child and Adolescent Mental Health Services in Rural and Remote Areas of Western Australia; and Southern Child and Adolescent Mental Health Services (CAMHS) Activities and Programs. Also discussed is the present investigation and substantiation of child abuse in South Australia, with a case study presented. Announced is the creation of the National Mental Health Foundation for Young People. A list of mental health Internet sites is provided. The second issue discusses the meaning of early intervention in mental health. Highlighted are the Child and Family Development Program--Canterbury Family Centre, Child and Adolescent Mental Health Services (Victoria), Young People at Risk Research and Evaluation (Queensland), and Older Adolescent Service Programs--Mental Health Services for Kids and Youth--Parkville, Victoria. Also discussed is the AusEinet Program launched in Canberra, with a summary of a transitions; training counselors; and defining ethical principles for counseling. (JDM)

ED 444 057 CG 030 152

McCowan, Colin; Mountain, Elizabeth
Career Development in Australia.
PUB DATE- 00
NOTE- 16p.; In: Making Waves: Career Development and Public Policy. International Symposium 1999 Papers, Proceedings, and Strategies (Ottawa, Ontario, Canada, May 2-4, 1999); see CG 030 145.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Vocational Education; *Career Development; Foreign Countries; *Government Role; Labor Force Development; *National Standards; *Public Policy; School Business Relationship; *School Guidance; Secondary Education; Secondary School Students; Secondary Schools
IDENTIFIERS- *Australia

Australia has a federal system, comprising the national Commonwealth government and eight state and territory governments. At the Commonwealth level, the ministries of Education, Training and Youth Affairs, and Employment, Workplace Relations and Small Business have primary roles in the career information and services field. Education and training system is provided by the Australian Qualifications Framework, which provides a comprehensive nationally consistent framework for all qualifications in post-compulsory education and training. Vocational education and training is offered by a wide variety of providers. Although there is no national policy on career guidance services, the Australian government has adopted a number of strategies to improve outcomes for young people. They include focusing on achievement of minimum standard by all students in basic skills; increasing quality of vocational orientation for young people to gain experience in business while at school; and broadening the role of schools so that they are better equipped to assist students suffering multiple obstacles to success. Use of information technology in the career delivery system is constantly expanding. The recommendation for the future is for a more consistent approach to career guidance services to enhance employment, education, and training. (JDM)

ED 444 058 CG 030 153

Kellett, Ralph
Career Development in Canada: A Changing Landscape.
PUB DATE- 00
NOTE- 23p.; In: Making Waves: Career Development and Public Policy. International Symposium 1999 Papers, Proceedings, and Strategies (Ottawa, Ontario, Canada, May 2-4, 1999); see CG 030 145.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Vocational Education; *Career Development;

PUB DATE- 98
NOTE- 330p.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Activities; *Career Planning; Educational Planning; Elementary Secondary Education; Individual Development; Interpersonal Competence; *School Counseling; *School Guidance

The purpose of this document is to provide guidance and counseling professionals with a curriculum to enhance the school guidance and counseling program by providing sequential, developmentally planned activities for all students to gain an understanding of their academic, social, cognitive, and emotional development; become knowledgeable about educational and occupational opportunities; and utilize this learning to craft their educational and career plans. This guidance curriculum resource provides the opportunity to learn skills in the following areas: interpersonal, decision making, teamwork, and oral and written communication. It teaches students to locate information, use resources, test interpretations, conduct accurate self assessment, goal plan, use learning to organize and apply knowledge and skills, analyze information, and understand directions. It is important that these guidance activities be integrated within the other school curricula. The first section explains how to use the resource. This is followed by three sections of activities: one for elementary schools, one for middle/junior high schools, and one for high schools. The appendix provides handouts to be duplicated and given to the students who are completing the activities. (MKA)

ED 444 077 CG 030 226

Downs, Louis
A Literature Review of Gender Issues in Supervision: Power Differentials and Dual Relationship.
PUB DATE- 00
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Counselor Training; Gender Issues; Individual Power; *Literature Reviews; *Sex Differences; Sexuality; *Supervision

This review of recent literature suggests that there exist gender-based problems in counselor training supervision. Several of these problems are discussed in this paper. Though opinions of counselors appear, for the most part, to support stereotypes, actual measurements of supervisor behaviors suggest that stereotypical definitions may not always be based in fact. While some female supervisors may misunderstand power in the supervisor role, some male supervisors appear to misunderstand the supervisory relationship. The problems associated with power differentials between supervisor and supervisee are examined in this paper. Responses to these problems from the counselor educator community are also discussed. These areas of concern for both male and female supervisors can allow understanding, as supervision evolves, to develop programs and supervisory skills which provide an optimum environment for learning and a safe environment for counselor trainee growth in interrelational skills. (Contains 33 references.) (MKA)

ED 444 078 CG 030 227

nonsmokers saw their groups as being more highly independent. The observed tendency for smokers to think of other smokers as independent and artistically creative may contribute to their own decision to engage in smoking behavior. The paper suggests that education efforts be directed towards informing young adults that the general population does not share this positive view of smokers. (Contains 3 tables and 10 references.) (JDM)

ED 444 099   CG 030 297

Webster, Raymond E.
Identifying Sexually Abused Children Using Human Figure Drawings.
PUB DATE- 00
NOTE- 11p.; Paper presented at the Annual Meeting of the National Association of School Psychologists (32nd, New Orleans, LA, March 28-April 1, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behavior Problems; Child Abuse; *Children; Counseling; Emotional Problems; *Freehand Drawing; Human Body; Learning Problems; Literature Reviews; Psychological Testing; School Psychologists; *Sexual Abuse; Visual Perception

This paper presents a summary of the research literature concerning the psychological and behavioral impact of sexual abuse of children and adolescents. It examines the dynamics involved in the process of making such determinations and examines the utility of using Human Figure Drawings as part of an assessment battery to determine the probability of whether a child has been sexually abused. In addition, it presents findings from an ongoing research study involving 62 sexually abused children and their performance patterns on Human Figure Drawings. It contains an objective scoring system that can be used as a tool by school psychologists to analyze Human Figure Drawings. This system can be used to determine the probability that a child demonstrating learning, emotional, or behavioral adjustment problems may be in need of further psychological evaluation to rule out the possibility of sexual abuse. Table 1 is "Definition of Emotional Indicators"; table 2 is "Descriptive Statistics for the Abused and Control Groups"; table 3 is "Order of Drawings Relative to the Child's Own Gender by Group"; table 4 is "Number of EIs made by Individuals within Each Group"; and table 5 is "Distribution of Total EIs 10 for Abused Children." Also included is the "Summary Sheet of Emotional Indicators in Human Figure Drawings." (Contains 10 references.) (JDM)

ED 444 100   CG 030 298

Webster, Raymond E.
Attending Patterns of ADHD Children on the Learning Efficiency Test-II.
PUB DATE- 00
NOTE- 14p.; Paper presented at the Annual Meeting of the National Association of School Psychologists (32nd, New Orleans, LA, March 28-April 1, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; *Attention Deficit Disorders; Children; Cognitive Development; Hyperactivity; *Learning Disabilities; Memory; *Predictive Validity; Psychoeducational Methods;

Purcell-Gates, Victoria
The Role of Qualitative and Ethnographic Research in Educational Policy.
PUB DATE- 00
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Elementary Education; *Ethnography; *Literacy; *Qualitative Research; *Reading Instruction; *Reading Research; *Research Methodology
IDENTIFIERS- *Ethnographic Evaluation

It is only by the considered and judicious use of a range of methodologies that educators, policymakers and the public can make real advances to the system for teaching students to reach their full reading potential. By limiting reading instruction research to experimental and quasiexperimental studies, the National Reading Panel missed critical areas included in qualitative and ethnographic research and nullified the possibility of solving learning and teaching problems. Language and cognitive differences, differential access to books, and inequalities in schooling are possible causes for differential achievement rates, a type of educational research addressed through ethnography. The rigor represented in codified ethnographic research methods produces scientifically valid and reliable data, as do descriptive and correlational methodologies and their combinations. Ethnographic, correlational, and descriptive methodologies demonstrate a value added nature which increases their potential contribution to educational research. These methodologies are needed to allow investigation of insights, possible operative factors, and new information, which need to be understood before limiting studies to experimental, hypothesis-testing approaches. (EF)

ED 444 122 CS 014 066

Russell, V. Jean; Rowe, Kenneth J.; Hill, Peter W.
Effects of Multigrade Classes on Student Progress in Literacy and Numeracy: Quantitative Evidence and Perceptions of Teachers and School Leaders.
PUB DATE- 98
NOTE- 58p.; Paper presented at the Annual Meeting of the Australian Association for Research in Education (Adelaide, Australia, November 29-December 3, 1998).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Administrator Attitudes; Elementary Education; Foreign Countries; *Literacy; *Mixed Age Grouping; *Multigraded Classes; *Numeracy; Teacher Attitudes
IDENTIFIERS- Australia (Victoria)

On the basis of a comprehensive best-evidence synthesis of the literature on the effects of multigrade and multi-age classes, Veenman (1995) concluded that there were no significant differences between multigrade and single-grade classes in cognitive or achievement effects. Subsequently, Mason and Burns (1996) challenged Veenman's conclusion, claiming that multigrade classes have at least a small negative effect on achievement, as well as having potential negative effects on teacher motivation. Multigrade classes are used extensively within Victorian primary schools, sometimes by choice but at reading process and strategies, over time, the study found 2 subcategories: reading process and metacognition. Findings show that a common thread through all of the readers' RMA sessions is their movement toward central roles in the dialogs, toward equanimity and parity with the teacher/researcher's contributions. This increase in discussant role goes hand-in-hand with an increase in the ability to talk about reading. As readers become more fluent in the language of reading, their confidence in their ability to learn about the reading process grows, and they become more in control of the RMA sessions. It is precisely this control over the reading process which influences reading proficiency. Teacher/researchers also learn how to discuss the reading process with each individual reader. RMA sessions tend to progress from a primarily teacher/researcher-driven dialog in the beginning sessions to a conversation between equals in the middle and latter sessions, during which it is frequently the reader who drives the session. (Contains 14 references, and 2 tables, and 13 figures of data.) (SR)

ED 444 141 CS 014 089

Sanacore, Joseph
Building Resilience in Literacy Learners.
PUB DATE- 00
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Childrens Literature; Class Activities; *Classroom Environment; Elementary Education; *Language Arts; *Literacy; Reading Improvement; Reading Material Selection; *Resilience (Personality); Thinking Skills

Although an increasing number of young people encounter adversity in their environments, many manage to rebound and live successful lives while others repeat patterns of adversity in their adult lives. Classroom educators and special educators should therefore establish a learning environment that builds resilience in all learners. Educational resilience is defined as "the heightened likelihood of success in school and other life accomplishments despite environmental adversities they face in their environments." There are various criteria and instruments that teachers can use to identify students who are resilient and nonresilient, and to gather data about students' behaviors. After identification and assessment, teachers should consider a variety of strategies that foster resilience in all learners. Six literacy-oriented strategies are: (1) read aloud appropriate children's literature; (2) encourage the selection of a wide variety of authentic literature; (3) give extra support to individuals who experience difficulty selecting appropriate resources; (4) provide time for pleasurable reading and writing; (5) engage learners in interactive activities that help them think about their thinking; and (6) ask questions that stimulate responses from all children. (Contains 18 references and 3 figures of data.) (SR)

ED 444 142 CS 014 090

Quate, Stevi, Ed.
A Guidebook for Adolescent Reading...In the Hope That All Students Will Be Lovers of Reading and All Teachers Will Design

International Society for the Empirical Study of Literature Conference (Utrecht, Netherlands, August 26-29, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Foreign Countries; *Literature Appreciation; *Mass Media Effects; Media Research; Program Effectiveness; *Reading Motivation; Reading Research; *Television
IDENTIFIERS- Netherlands

This paper deals with research on the effects of the promotion of reading by means of the mass medium television and refers to a study done on behalf of the Reading Association (Stichting Lezen) and the Foundation for the Collective Propaganda of Dutch Books (Stichting Collectieve Propaganda van het Nederlandse boek), two Dutch literary institutions. The study concerns an evaluation of the effects of the program "I've Already Got a Book," which was broadcast once a week on Dutch television in 1995 and included interviews with authors and reviews of a wide range of newly published books. The purpose of the series was to promote reading. There is much confusion about the Dutch term for reading promotion ("leesbevordering"), because every institution in the field gives a different interpretation of the term. Attention is paid to the various definitions that can be distinguished and the argument is focused on "I've Already Got a Book." The study evaluated whether the books that were dealt with in the series were actually bought or borrowed on account of the series, and if so, by whom. A survey was therefore carried out in 13 large Dutch bookshops and borrowing figures were collected in libraries. A summary of the results of this study is given and some conclusions are provided concerning the promotion of reading by means of the television series. (Contains 14 references, 3 notes, and 2 tables of data.) (RS)

ED 444 163 CS 217 213

Ediger, Marlow
Differentiated Instruction in Spelling.
PUB DATE- 00
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Classroom Techniques; Elementary Education; *Individualized Instruction; Instructional Design; *Spelling; *Spelling Instruction; Word Lists
IDENTIFIERS- Differentiation; *Meaningful Instruction; *Meaningful Learning; Spelling Growth

Even with computer spell check, it is important for students to learn to spell words correctly. Teachers should make the spelling curriculum meaningful for students by maintaining their attention, showing them the purpose and value of learning spelling, and providing necessary tools for correct spelling. Several spelling instruction plans may provide for individual differences in spelling achievement. What is important in differentiated instruction is assisting each student to achieve as much as possible through teaching methods or philosophies such as individual spelling lists, methods/learning activities, contextualized situations, experimentalism and problem solving, or realism and mastery. Other differentiated instruction

Schools stopped teaching any grammatical system some time ago, as they probably should have. But the schools also, at the same time, stopped teaching grammatical terminology, a mistake which has had lasting consequences. Students need to be told what "infinitive," "preposition," "case," and "predicate complement" mean. They need the tools to think about and analyze their sentences. This paper argues that students should have a vocabulary for discussing language. The paper contends that if students know the meanings of grammatical terms and phrases and have practiced identifying the concepts, they will then be able to recognize the structures in their writing, and educators will enable them to improve their work. The paper outlines the problem, considers why the problem arose, discusses traditional grammar (1675-1950s) and descriptive linguistics (1950s and 1960s), and suggests what is to be done now. (Author/NKA)

ED 444 182 CS 217 233

Watt, Helen M. G.; Eccles, Jacquelynne S.
An International Comparison of Students' Maths- and English-Related Perceptions through High School Using Hierarchical Linear Modelling.
PUB DATE- 99
NOTE- 37p.; Paper presented at the Joint Meeting of the Australian Association for Research in Education/New Zealand Association for Research in Education (Melbourne, Victoria, Australia, November 29-December 3, 1999).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *English Curriculum; Foreign Countries; *Mathematical Aptitude; Mathematics Achievement; Models; Secondary Education; *Self Concept; *Sex Differences; *Student Attitudes
IDENTIFIERS- Australia; Mathematical Ability; United States

This large-scale international comparative study addresses changes in students' math- and English-related self-concept of ability, subjective task-value and interest. Australian (N=1,323) and American (N=651) students are from two separate studies with similar designs and samples, in three cohorts spanning grades 7 to 11 in Australia and 7 to 12 in the United States. Hierarchical linear models are derived modelling gender effects over time and also cohort effects where required. Gender effects appear in the expected direction for all Australian variables excepting subjective task-value of maths, where no gender effects are evident. In America gender effects appear only for self-concept of ability in maths, but are evident for all English perceptions. Overall, declines in student perceptions are infrequent, occurring more for maths than for English, with most perceptions becoming increasingly positive through high school. Growth trajectories are interpreted in light of contextual school and wider sociocultural factors. (Contains 37 references, 2 notes, 5 tables, and 6 figures of data.) (Author/RS)

ED 444 183 CS 217 234

Comber, Barbara
Critical Literacies: Negotiating Powerful and Pleasurable Curricula--How Do We Foster Critical Literacy through English Language Arts?
PUB DATE- 99
NOTE- 23p.; Paper presented at the Annual Conference of the

options in the two programs. (Contains 17 references and 5 tables of data.) (Author/RS)

ED 444 204 CS 510 382

Willnat, Lars; Graf, Joseph; Brewer, Paul R.
Priming International Affairs: How the Media Influence Attitudes toward Foreign Countries.
PUB DATE- 00
NOTE- 32p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (83rd, Phoenix, AZ, August 9-12, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Foreign Countries; Higher Education; *Mass Media Effects; Mass Media Role; *Newspapers; *Photojournalism; Student Attitudes; Undergraduate Students
IDENTIFIERS- *Media Coverage; *Priming Effects

This study broadens the scope of priming research by testing whether media coverage of international affairs shapes the criteria which people use to judge foreign countries. In contrast to previous priming experiments that focused on the effects of television news stories, this study experimentally tests the power of print media to produce priming effects. In addition, it tests whether the inclusion of photographs can enhance the impact of newspaper articles on subsequent evaluations of foreign countries. The participants in this study were 199 undergraduate students from a large private university on the East Coast. The findings indicate that reading stories about terrorism that directly linked the issue to Iran primed participants to judge this nation on the basis of anti-terrorist attitudes. Similarly, reading stories that linked the war on drugs to Mexico and Colombia primed participants to evaluate these nations in terms of anti-drug attitudes. In contrast, stories that indirectly primed thoughts about terrorism or drugs had no effect on how participants subsequently judged these nations. The study also found that priming effects did not depend on the presence or absence of photographs. (Contains 40 references and 6 tables of data.) (Author/RS)

ED 444 205 CS 510 384

Farrell, Lesley
"Working" Knowledge and "Working" Identities: Learning and Teaching the New Word Order of the New Work Order.
PUB DATE- 99
NOTE- 13p.; Paper presented at the Joint Meeting of the Australian Association for Research in Education/New Zealand Association for Research in Education (Melbourne, Victoria, Australia, November 29-December 3, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; Case Studies; Foreign Countries; Global Approach; Language Usage; *Organizational Communication; Social Influences; *Teacher Role; Training Methods; *Workplace Literacy
IDENTIFIERS- Australia (Victoria)

This paper is concerned with the role that enterprise-based teachers play in attempting to induct workers on the periphery

Educational Administration; Elementary Secondary Education; Females; Instructional Leadership; *Leadership Qualities; Management Systems; Organizational Climate

This book claims that leaders must gain both cognitive and affective understanding of racism, sexism, heterosexism, and other elements of diversity to be effective. The volume is divided into 10 chapters. Chapter 1 provides an overview of the organizational development model, Managing Diversity, in which managers identify the problem, collect and analyze data, and posit a diagnosis. Chapter 2 uses autobiography to illustrate how women and persons of color have had experiences in life that differ from those of white men. The next chapter moves from the personal to the societal level and explores the antecedents to managing diversity. Chapter 4 pulls these antecedents together to show how they constitute the current efforts to manage diversity, whereas chapter 5 describes how these movements were implemented in various organizations. Chapter 6 discusses an 8-year intervention at a fictional corporation where the CEO invested time and money to change the culture of the organization. The next chapter explores the dilemma of white men in diversity work and challenges the perception that many of them are angry. Chapter 8 constitutes a case study of an organization and the strategies used to manage diversity. Chapter 9 reviews the tenets in managing diversity, and the last chapter returns to the theme of leadership and speculates on the future. Four appendices contain further information on diversity management. (Contains an index and 74 references.) (RJM)

ED 444 226 EA 030 518

Legal Issues & Education Technology: A School Leader's Guide.
PUB DATE- 99
NOTE- 99p.; A Technology Leadership Network Special Report.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Computer Mediated Communication; *Distance Education; *Educational Technology; Electronic Mail; Elementary Secondary Education; *Internet; Leadership; *Legal Responsibility; *Privacy; Public Schools; School Safety
IDENTIFIERS- National School Boards Association

Rapid development of new technologies has outpaced the development of related law, leaving educators in doubt about the management of copyright, privacy, liability, and security. A key provision of facilitating a healthy and safe environment for technology use is the school district's "Acceptable Use Policy" (AUP), which states that use of district technology is a privilege, not a right, creating a framework for use and penalties for infractions. Web sites offering sample AUPs are listed in this guide. Chapter 1 introduces AUPs and ways to address issues of freedom of expression, privacy, online pornography, censorship, filtering, and equitable access to technology. Chapter 2 looks at the many administrative issues involved in integrating technology in schools that affect students, faculty, and staff. Chapter 3 recommends developing an AUP expressly for employees to set the stage for a smooth-running network. Chapter 4 examines how new laws are developing to address the rights of creators, the public, and schools related to digital works. An appendix describes legal developments surrounding pornography, a glossary of technology new programs. Although the bibliography is not exhaustive, it focuses on and includes those references that identified successful implementation correlates. (DFR)

ED 444 245 EA 030 563

Douglas, Randi; Haynes, Leslie; Henry, Nancy
Growing a Volunteer Tutor Program: Engaging Communities To Support Schools.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 89p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Community Action; *Community Cooperation; Educational Change; Elementary Secondary Education; *Family Involvement; Leadership Qualities; *Public Schools; Student Improvement; *Tutors; *Volunteer Training
IDENTIFIERS- Northwest Regional Educational Laboratory

This guide discusses preparing volunteer tutors for success in educational environments and describes the startup year of these programs. Research and experience in the field suggest that a good beginning is key to the long-term survival of new programs. The startup year is the most challenging. It requires leadership to muster the energy and resolve, often in resistant environments, to try something new. It requires crafting a working model, identifying mistakes, refining the system, and establishing reporting systems to track progress and success. Important features of successful tutor programs include the following: planned partnerships with schools, research-based practices, structured sessions, a variety of strategies and materials, ongoing training, and evaluation for continuous improvement. A single person, the program director, usually orchestrates all of these startup elements and activities. (Contains sources of additional information and lists of resources, including organizations, manuals, relevant studies and Web sites, and an annotated bibliography on literacy and tutoring, mentoring, and volunteer program development. Contains 35 resources.) (DFR)

ED 444 246 EA 030 564

Vornberg, James A.; Davis, James
The Meadows Principal Improvement Program: A Preservice Field Based Model for the Preparation of Principals.
PUB DATE- 97
NOTE- 23p.; Paper presented at the Annual Meeting of the National Council of Professors of Educational Administration (51st, Vail, CO, August 10-16, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Selection; *Educational Administration; Elementary Secondary Education; *Improvement Programs; Leadership; *Leadership Training; *Principals; Public Schools
IDENTIFIERS- *Texas

the organizational hierarchy, and it strongly believes that each participant in a system has a capacity to contribute ideas that enhance and sustain the system. (Contains 16 references.) (DFR)

ED 444 267 EA 030 590

Heim, Michael
Accountability in Education: A Primer for School Leaders. HSLA Monograph.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 96
NOTE- 29p.; This monograph is part of a series published quarterly by Hawaii School Leadership Academy, Hawaii State Department of Education. For others in the series, see EA 030 587, EA 030 589, and EA 030 591.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Accountability; Cooperation; *Educational Change; *Educational Improvement; Elementary Secondary Education; *Leadership; *Performance Based Assessment; *Principals; Public Schools
IDENTIFIERS- Goals 2000; *Hawaii

School leaders are increasingly coming under the gun of accountability, and this monograph is designed to help leaders think about, understand, and respond thoughtfully and effectively to the increasing demands for accountability in education. It provides a comprehensive and rather sophisticated set of concepts and insights into accountability that will assist them in working with staff, in building collaborative relationships with others within the department, and with external partners, and in contending with critics. The school principal, as the primary leader and chief executive officer of the school, bears the brunt of the responsibility to ensure that demands for school accountability--whether externally or internally generated--are adequately met. While this monograph is not a "how to" manual, it does offer a sound conceptual foundation for accountability from which school leaders should be able to produce the practical "how to's" of accountability. (DFR)

ED 444 268 EA 030 591

George, Marilyn; Haught, Don
Focus on Learning: A Schoolwide Renewal Process of Analysis & Action. HSLA Monograph.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 96
NOTE- 68p.; This monograph is part of a series published quarterly by Hawaii School Leadership Academy, Hawaii State Department of Education. For others in the series, see EA 030 587, EA 030 589, and EA 030 590.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

to assist states, agencies, and local problems to develop and maintain high quality services for unserved and under-served children with disabilities and their families, particularly children birth to three years of age. Specifically, the project: (1) assisted state educational agencies and lead agencies in planning, developing, and implementing their comprehensive service plans for young children with disabilities and their families; (2) increased public and professional awareness of the need for early intervention; (3) provided in-depth training, ongoing follow-up, and mentoring to early interventionists; and (4) developed and disseminated materials to further the implementation of best practices of working with children and families. The project's activities affected over 1,800 personnel and 12,000 children. The report discusses the conceptual framework of the project, activities, evaluation findings, and the impact of the program. Appendices include evaluation and workshop materials. (CR)

ED 444 287 EC 307 976

Ferguson, Dianne L.; Ralph, Ginevra
Building Capacity for Sustainable Change. Final Report.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 98
NOTE- 30p.; Short version of final report, no attachments.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Distance Education; Elementary Secondary Education; Higher Education; *Inclusive Schools; *Parent Education; *Professional Development; *Program Design; Program Development; Program Evaluation; *Severe Disabilities
IDENTIFIERS- Oregon

This final report discusses the activities and outcomes of the Oregon Building Capacity for Sustainable Change (BCSC) Project. This project provided a unique and comprehensive alternative professional development strategy for increasing the capacity of families and educators to effectively design, deliver, and continuously improve supported, inclusionary educational services for students with developmental disabilities. For each of the three project years, BCSC supported fellowships for educators and family members to participate in a special university-based 4-course professional development sequence. Additionally, the first three of the courses each year were offered over EDNET, Oregon's 1-way video, 2-way audio distance teaching technology. Courses included: "Curriculum Planning for Students with Severe Disabilities I and II," "Classroom Management & Program Improvement," and "The Role of Families in Bringing School Inclusion to the Community." Over the three years, BCSC supported a heterogeneous mix of 149 professionals and family members from over 27 different school districts. These participants studied at various locations around the state at 21 different EDNET downlink sites and worked in class alongside preservice teachers and masters degree students. The report discusses the project's design, many accomplishments, and distance education format. (CR)

ED 444 288 EC 307 977

Beech, Marty
Accommodations: Assisting Students with Disabilities. A Guide for

Progression; *Grouping (Instructional Purposes); Inclusive Schools; *Mathematics Instruction; Minority Group Children; Problem Based Learning; *Science Instruction; Student Characteristics; Talent Development; Teaching Methods
IDENTIFIERS- *Curriculum Compacting; *Differentiated Curriculum (Gifted)

This booklet offers teachers a variety of strategies and resources for providing different levels of content and activities that will challenge all students, including gifted learners. It begins by discussing evolving definitions of giftedness and theories of intelligence. Means of identifying gifted students and indicators of mathematical and scientific giftedness are then presented. The next section addresses teaching gifted students in inclusive classrooms and ability grouping. Recommendations about grouping students include: (1) heterogeneous groups are most appropriate when students are working on open-ended problem-solving tasks or science inquiry activities; (2) homogeneous groups are more appropriate when students are working on skill development or reviewing material that they have already learned; (3) grouping strategies should be flexible, and students should be allowed to work independently at least occasionally according to their preferences; (4) students should have opportunities to select their own groups based on common interests; and (5) all students need to learn the skills of working together before cooperative learning activities will be successful. Following sections address strategies for developing conducive learning environments, including support for gifted minority students and gifted girls, differentiating content, differentiating processes, and differentiating products. Profiles of two inclusive classrooms are provided. (Contains 82 references.) (CR)

ED 444 307 EC 307 997

Part C Annual Performance Report, State of Missouri, July 1, 1997-September 30, 1998.
PUB DATE- 98
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Agency Cooperation; Credentials; *Delivery Systems; *Disabilities; Early Identification; *Early Intervention; Infants; *Integrated Services; Models; *Program Evaluation; Program Implementation; Toddlers
IDENTIFIERS- Individuals with Disabilities Education Act Part C; *Missouri

This annual report details the July 1, 1997-September 30, 1998 activities of First Steps, a system of early intervention services for Missouri children with disabilities, developmental delays, or special health care needs from birth to age three and their families. First Steps is a cooperative, collaborative, interagency effort of the state departments of Elementary and Secondary Education, Health, Mental Health, and Social Services, parents, and Missouri's public and private service provider network. The report describes the roles of the different state agencies involved with First Steps, results of interagency agreements and interagency collaboration, innovative service delivery models that have improved the quality of early intervention services in the natural environment, and sources of funding and other support. Disputes disabilities in need of such services. Individual sections provide the following information: the philosophy of extended school services in New Mexico; authority under the Individuals with Disabilities Education Act; purpose of extended school year services for students receiving special education; definitions; the need for extended school year services as determined by the student's Individualized Education Program committee; guidelines for reasonable recoupment periods; duration of extended year services; and possible service delivery models (direct services, parent training, and cooperative service arrangements). The final section provides 22 questions and answers regarding extended school year programming. (DB)

ED 444 327 EC 308 018

Evans, Theora; Garwick, Ann; Rinehart, Peggy Mann
Improving Care for Children with Special Health Care Needs from Diverse Cultural Backgrounds: An Action Plan.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 99
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Children; *Cultural Differences; Family Programs; Integrated Services; Meetings; *Needs Assessment; Participant Satisfaction; *Participative Decision Making; *Special Health Problems
IDENTIFIERS- *Cultural Competence

This document reports on a 1998 conference of some 30 parents, educators, social workers, advocates, physicians, nurses, and social scientists who met to develop an action plan for improving the quality of services and cultural competence of providers of services to children with special health care needs from diverse cultural backgrounds. The conference produced 10 recommendations: (1) build mechanisms to assure true family and community participation in design, implementation, and evaluation of programs and services; (2) develop policies and funding that support family-centered culturally competent care; (3) train families and professionals in collaborative decision-making processes; (4) use educational funds to develop core interdisciplinary curricula for professionals; (5) assure compliance with funding agency guidelines regarding culture and ethnicity; (6) develop needs assessments and satisfaction evaluations with stakeholders and families; (7) develop a system of care that promotes the value of the individual and a sense of belonging; (8) increase the numbers of professionals from underrepresented groups in health care; (9) provide flexibility in funding to meet the individual care needs of families; and (10) develop developmentally appropriate and culturally sensitive models for assessing the child's health and functional status. (DB)

ED 444 328 EC 308 019

van Alsenoy, Susan
Students Who Learn Differently.
PUB DATE- 98
NOTE- 94p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.

Learning; Sociolinguistics; Syntax; Uncommonly Taught Languages
IDENTIFIERS- Acadians

This issue includes the following articles: "Towards a Sociolinguistics of Style" (Alan Bell, Gary Johnson); "Engendering Identities: Pronoun Selection as an Indicator of Salient Intergroup Identities" (Miriam Meyerhoff); "A Majority Sound Change in a Minority Community" (Carmen Fought); "Addressing the Actuation Question for Local Linguistic Communities" (Lisa Ann Lane); "Typologizing the Sociolinguistic Speech Community" (Otto Santa Ana and Claudia Parodi); "Symbolic Identity and Language Change: A Comparative Analysis of Post-Insular /ay/ and /aw/" (Natalie Schilling-Estes, Walt Wolfram); "The Geolinguistics of Sound Change in Progress: /l/ Vocalization in Australia" (Barbara M. Horvath, Ronald J. Horvath); "Urban Sound Change beyond the Cities: The Spread of the Northern Cities Chain Shift" (Matthew J. Gordon); "Dialect Contact, Focusing and Phonological Rule Complexity: The Koineisation of Fenland English" (David Britain); "Sociolinguistic Coherence of Changes in Standard Dialect" (J. K. Chambers); "Adaptive Sociophonetic Strategies and Dialect Accommodation: /ay/ Monophthongization in Cherokee English" (Bridget L. Anderson); "Phonetic Realization of Final Engma in Taipei Mandarin" (Fu-Dong Chiou); "Frequency Effects in Variable Lexical Phonology" (James Meyers, Gregory R. Guy); "Variation in the Nativization of Foreign a in English" (Charles Boberg); "Rule Inversion in British English Dialect: A Sociolinguistic Investigation of r -sandhi in Newcastle upon Tyne" (Paul Foulkes); "Optimality and the Syntax of Lectal Variation" (Rakesh M. Bhatt); "The Truth about Codeswitching in Insular Acadian" (Ruth King, Terry Nadasdi); "Empirical Analysis of Anti-Immigrant Metaphor in Political Discourse" (Otto Santa Ana); "Is There an Authentic African American Speech Community: Carla Revisited" (Lanita Jacobs-Huey); "Yorkville Crossing: A Case Study of the Influence of Hip-Hop Culture on the Speech of a White Middle Class Adolescent in New York City" (Cecilia A. Cutler); and "Modeling Contact-Induced Language Change" (Naomi Nagy). Tables, figures, charts, graphs, and references are included in individual articles. (KFT)

ED 444 351   FL 026 340

Dimitriadis, Alexis, Ed.; Siegel, Laura, Ed.; Surek-Clark, Clarissa, Ed.; Williams, Alexander, Ed.
Proceedings of the Annual Penn Linguistics Colloquium (21st, Philadelphia, Pennsylvania, February 22-23, 1997). University of Pennsylvania Working Papers in Linguistics, Volume 4, Number 2.
PUB DATE- 97
NOTE- 323p.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Asian Americans; Code Switching (Language); Dialects; English; English (Second Language); French; Grammar; Hungarian; Language Minorities; *Language Research; *Linguistics; Phonetics; Phonology; Pronouns; Pronunciation; Second Language Instruction; Second Language Learning; Semantics; Slavic Languages; Sociolinguistics; Spanish; Swahili; Syntax; Uncommonly Taught Languages
IDENTIFIERS- German (Pennsylvania); Wh Questions

This issue contains the following articles: "The Pragmatics of Wh-Question Intonation in English" (Christine Bartels); "The Nature of Object Agreement in Hungarian" (Huba Bartos); "Voah Mei Daett Sei Deitsh: Developments in the Vowel System of

Association for Applied Linguistics (Vancouver, BC, Canada, March 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Body Language; Case Studies; Cognitive Processes; Communication Research; Communication (Thought Transfer); English (Second Language); Interaction Process Analysis; Learning Processes; *Linguistic Theory; *Nonverbal Communication; Paralinguistics; Second Language Instruction; Second Language Learning; Semantics; Teaching Methods
IDENTIFIERS- Vygotsky (Lev S); *Zone of Proximal Development

This paper investigates the potential relationship of Vygotsky's Zone of Proximal Development (ZPD) to gesture and second language learning. It is asserted that the ZPD is both a tool and a result, not a tool for result; it is both product and process at the same time. The process of learning a new language/culture in the case of a person who is living in a country where the second language is dominant is at least in part a transformational process. In this process, there is an unavoidable element of play and drama, where the individual struggles to "play" him or herself in the new language and culture. Gestures are an integral part of this inevitable drama and play acting. Gesture is in general highly linguistic in nature, a finding that needs to be considered in conjunction with verbal accounts of language learning. This study documents many cases in which gestures become lexical items repeated by both interactants as the interlocutors scaffold each other in their efforts to co-construct meaning. Clearly gestures are an important means of enhancing communication and facilitating comprehension, and are therefore a necessary part of sound pedagogical practice. (Contains 15 references.) (KFT)

ED 444 371 FL 026 363

Aboriginal Language Standardisation Project: Progress Report, 2000. Literacy Ontario.
PUB DATE- 00
NOTE- 55p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Bilingual Education Programs; *Canada Natives; Elementary Secondary Education; Foreign Countries; *Indigenous Populations; *Language Maintenance; Language Minorities; *Language Standardization; Lexicography; Native Speakers; Oral Language; Second Language Instruction; Second Language Learning; *Uncommonly Taught Languages; Written Language
IDENTIFIERS- *Canada; Orthography

The Aboriginal Language Standardisation (ALS) Project's task is to develop quality literacy materials in order to help preserve aboriginal languages of Canada. The Canadian Assembly of First Nations, a group of tribal leaders, recently called for the establishment of standards for written and oral languages by approving terminology, developing dictionaries, and approving standard orthographies. This report explains why this task of language preservation through standardization was undertaken, previous examples and precedents in this field, and why it is important that this task be undertaken. Thirty-eight of 45 pages are devoted to 11 appendices with the following titles: "Aboriginal Language Standardisation Co-Sponsorship Agreements"; "Aboriginal Language Standardisation Tasks";

Literacy Education) (KFT)

ED 444 390 FL 801 392

Kitay, Julia Farthing
Using the Radio To Teach English as a Second Language.
PUB DATE- 00
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Distance Education; Educational Technology; *English (Second Language); Literacy; *Radio; Second Language Instruction; Second Language Learning; Teaching Methods

The short-wave radio provides an excellent and cost-effective tool for teaching English as a Second Language (ESL), especially in remote or poor areas where Internet access may not be readily available. It allows the learner to hear multiple native English speakers talk in normal speed in a variety of accents. It also allows students to encounter new terms, expressions, and geographical locations. Radio is highly portable and relatively inexpensive. This paper addresses the advantages and disadvantages of using the radio, how radio propagation works, and suggestions for using the radio in the ESL classroom. The Internet and the World Wide Web have many advantages over radio use such as speed, interactivity, specialized site and chat room offerings, and other advantages, but these advantages are moot if this technology is out of reach for financial reasons for many who wish to learn English. Short-wave radio may be a much older technology, but its much lower cost makes it a viable pedagogical tool. A sample reception report is appended. (Contains 11 published and 5 Web site references on where to find more information about using the radio in the classroom.) (Adjunct ERIC Clearinghouse for ESL Literacy Education) (KFT)

ED 444 391 FL 801 393

Cunningham Florez, MaryAnn
The Plot Thickens: Beginning Level English Language Learners as Strategists. Practitioner Research Briefs, 1999-2000 Report Series.
SPONS. AGENCY- Virginia Association of Adult and Continuing Education, Charlottesville.
PUB DATE- 00
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Class Activities; Classroom Communication; Classroom Techniques; *English (Second Language); Immigrants; Learning Strategies; Limited English Speaking; Literacy; Second Language Instruction; Second Language Learning; *Teacher Education; Teaching Methods

This document is a narrative of one experienced English-as-a-Second-Language (ESL) teacher's struggle to improve the English language learning skills of her beginning level students. She found this difficult to do in a situation where the learners spent only 4 hours a week in class, and only 2 of those in her class. Rather than focus on how to do more to help the students learn English, the teacher decided to change strategies and see what she could do to help them take more of the responsibility for learning and thus increase their capacity to learn. The teacher turned to works such as Rebecca Oxford's research on

Chen, Xianglei
Instructional Faculty and Staff in Higher Education Institutions Who Taught Classes to Undergraduates: Fall 1992. Statistical Analysis Report. Postsecondary Education Descriptive Analysis Reports.
PUB DATE- 00
NOTE- 73p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Academic Rank (Professional); *College Faculty; Colleges; Faculty College Relationship; *Faculty Workload; Higher Education; Nontenured Faculty; Part Time Faculty; Tables (Data); Teacher Student Ratio; *Teaching Conditions; Tenured Faculty; Undergraduate Study; Universities
IDENTIFIERS- National Study of Postsecondary Faculty

This study addresses the widespread perception that undergraduate students are increasingly taught by part-time, junior, or nontenure-track faculty. To determine the extent to which that is true, the study addresses the questions of who is teaching in classrooms and what teaching load they carry. Data is from the 1992-93 National Study of Postsecondary Faculty (NSOPF:93), a nationally representative sample of instructional faculty and staff, excluding teaching assistants. The results showed that, contrary to perceptions, a majority of senior and tenured faculty were involved at least to some extent in undergraduate instruction. However, those of higher academic rank, or with higher degrees, were less likely to teach undergraduates and to teach them exclusively. Undergraduate teaching loads varied widely across and within institutions; in general, they were lighter at four-year doctoral institutions than at four-year nondoctoral institutions. In turn, these teaching loads were lighter than at two-year institutions. Professors who taught only undergraduates had a much higher undergraduate teaching load, and there were similar differences for those who taught only lower-division students against those who taught upper-division and graduate classes. A glossary and technical notes are appended. There are extensive tables and figures. (Contains 28 references.) (RH)

ED 444 411 HE 032 950

State University of New York Staff Study: Graduate Medical Education.
PUB DATE- 00
NOTE- 23p.; For a related document from the preparing institution, see HE 033 006.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Finance; Federal Legislation; Federal Regulation; Federal State Relationship; Financial Needs; *Financial Problems; Financial Support; Fiscal Capacity; *Graduate Medical Education; Graduate Medical Students; Higher Education; Politics of Education; State Aid; *State Federal Aid; State Legislation; State Regulation; *Teaching Hospitals
IDENTIFIERS- Deregulation; Medicare; *State University of New York

This report addresses financial problems faced by the four medical schools belonging to the State University of New York (SUNY) which operate their own teaching hospitals and conduct graduate medical education (GME) programs. These hospitals necessarily have higher costs than do nonteaching hospitals.

ole Takona, James P.
The Distribution of Undergraduate Examination Questions among the Specified Cognitive Levels: A Case of an African University.
PUB DATE- 99
NOTE- 23p.; Paper adapted from a study funded by the Deans' Committee, Moi University, Kenya.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Cognitive Processes; Course Evaluation; *Critical Thinking; Educational Environment; Foreign Countries; Grading; Higher Education; Knowledge Level; Learning; Self Fulfilling Prophecies; Student Evaluation; Student Improvement; *Teacher Expectations of Students; *Test Items; *Thinking Skills; Undergraduate Students
IDENTIFIERS- *Blooms Taxonomy; *Moi University (Kenya)

This study analyzes examination questions and papers in 12 academic departments and seven faculties at a Kenyan (Africa) state university between the 1989-1990 and the 1994-1995 academic years, charging that the findings reveal impoverished university training. The paper argues that the emphasis in most examinations is on the lower mental skills, as defined by Bloom's taxonomy, and is evidence that university training is little more than a four-year rote learning program. It charges that the university examination system groups students into classifications and measures performance level within a narrow criteria that does not recognize improvement of student thinking skills as the primary goal of education. The research design coded examination questions and papers using one independent variable (the academic faculty or department) and six dependent variables that corresponded to Bloom's taxonomy (knowledge, comprehension, application, analysis, synthesis, evaluation). Analyses of the data were conducted separately for each of the seven departments. The results indicated that most examination questions in this representative state university dwell on lower-order mental processes, although examinations in applied fields had higher-order questions. The paper offers the suggestion that university instruction be redesigned to focus on the quality of graduates rather than on the quality of entering students. (Contains 31 references.) (CH)

ED 444 430 HE 033 166

Barker, Thomas S.; Sturdivant, V. Ann; Smith, Howard W., Jr.
The Systems Approach to the University: Integrating Technology.
PUB DATE- 00
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Computer Networks; Computer System Design; *Computer Uses in Education; *Higher Education; Innovation; *Institutional Administration; Management Systems; Models; Modernization; Strategic Planning; *Systems Approach; *Technology; Technology Transfer
IDENTIFIERS- *General Systems Theory

This paper examines general systems theory as it applies to higher education institutions. Using this approach, the university is viewed as a system (comprised of subsystems) that interacts with the external environment. The first sections of the paper review general systems theory and its application to management, and examine some theoretical applications that can be adapted to higher education institutions. The paper then challenge to the autonomy of the state in legislating policy, reconceptualization of the life world and the social system, and changing significance of the "social" and "public" domains. Current conditions for lifelong learning are a very long way from those in which policy analysis developed, but the same claims about citizenship, justice, equality of opportunity, and social inclusion are being made for lifelong learning, even though the role of the state to secure these objects of policy is diminished by the forces shaping the context of lifelong learning. Conventional policy analysis cannot be adopted in the case of lifelong learning because of ambiguities in its meaning and in the case of some of these meanings, lifelong learning could not be an object of public policy at all. If the meaning of lifelong learning is co-extensive with further development of the public system of education and training, which it is in many respects, then it is subject to policy analysis in the traditional sense. Other meanings of lifelong learning, such as the adoption of a strategic position or a culture of learning, imply a lesser role for government control of inputs and outcomes. In these cases, policy analysis is redundant because its object is public policy. (Contains 40 references.) (YLB)

ED 443 952   CE 080 493

Card, David E., Ed.; Blank, Rebecca M., Ed.
Finding Jobs: Work and Welfare Reform.
PUB DATE- 00
NOTE- 549p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Adult Education; Career Choice; Day Care; Economic Climate; *Economic Impact; Education Work Relationship; Employed Women; *Employment Opportunities; Employment Patterns; Employment Practices; Employment Problems; Employment Programs; *Employment Qualifications; Health Insurance; Immigrants; Income; Job Skills; Labor Market; Labor Needs; Low Income; Mothers; Needs Assessment; Policy Formation; Politics of Education; Promotion (Occupational); *Public Policy; Public Sector; Public Service Occupations; Salary Wage Differentials; Semiskilled Workers; Sex Differences; Tenure; Trend Analysis; *Unskilled Workers; Wages; *Welfare Recipients; Young Adults; Youth Employment
IDENTIFIERS- Impact Studies; Wage Subsidies; *Welfare Reform; Welfare to Work Programs

This book contains 13 papers on labor market and welfare reform, with special emphasis on the demand for low-wage workers, wages and job characteristics in the less skilled labor market, public politics to increase employment and earnings of less skilled workers, and the impact of welfare reform. The following papers are included: "The Labor Market and Welfare Reform" (Rebecca M. Blank, David E. Card); "The Employment, Earnings, and Income of Less Skilled Workers over the Business Cycle" (Hilary W. Hoynes); "Displacement and Wage Effects of Welfare Reform" (Timothy J. Bartik); "Job Change and Job Stability among Less Skilled Young Workers" (Harry J. Holzer, Robert J. LaLonde); "Wage Progression among Less Skilled Workers" (Tricia Gladden, Christopher Taber); "Gender Differences in the Low-Wage Labor Market" (Jane Waldfogel, Susan E. Mayer); "Health Insurance and Less Skilled Workers" (Janet Currie, Aaron Yelowitz); "Employee-Based versus Employer-Based Subsidies to Low-Wage Workers: A Public Finance Perspective" (Stacy Dickert-Conlin, Douglas Holtz-Eakin); "Public Service Employment and Mandatory Work: A Policy Whose proficiency and mastery of sophisticated work-based knowledge and skill, and preserve the full range of postsecondary options for program participants. (MN)

ED 443 970 CE 080 519

Palazon, Francisco
Transformative Learning and Marginalization.
PUB DATE- 00
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Education; *Adult Educators; *Adult Learning; Definitions; Essays; Learning Processes; *Learning Theories; Outcomes of Education; Politics of Education; *Social Isolation; Teacher Role; *Teacher Student Relationship; *Transformative Learning; Values; World Views
IDENTIFIERS- *Marginalized Groups

This paper, which is directed toward adult educators, presents a new approach to understanding the concept of marginalization, as well as a series of educational proposals regarding working with marginalized people that are drawn from transformative learning theory. First, marginalization is defined as being out of religious, legal, and scientific-medical norms. The physical and social consequences of each type of marginalization are discussed. Two additional types of marginalization--cognitive and political--are introduced and considered in the context of transformative learning theory. The concept of meaning perspective and the three types of factors that shape it (epistemic, psychological, and sociolinguistic) are explored from the standpoint of transformative learning theory and their implications for adult educators. Next, the importance of familiarity with transformative learning theory when working with adult learners who belong to marginalized groups is emphasized. The following responsibilities that must be assumed by such adult learners are listed: (1) actively foster learners' critical reflection upon their assumptions; (2) establish communities of rational discourse in classrooms; and (3) help learners learn how to take appropriate action resulting from transformative learning to the extent feasible. The paper ends by introducing a proposal to resolve the marginalization and norms dichotomy. Contains 27 references. (MN)

ED 443 971 CE 080 520

Palazon, Maria
The Media and Transformative Learning.
PUB DATE- 00
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Education; *Adult Learning; Agenda Setting; Audience Response; Coding; Communication (Thought Transfer); Content Analysis; Critical Thinking; Decoding (Reading); Definitions; Educational Research; Essays; Information Industry; *Learning Theories; Literacy Education; *Mass Media; Mass Media Effects; *Mass Media Role; Mass Media Use; Media Research; Media Selection; Propaganda; Publishing Industry; Rhetorical Theory; Television Viewing; Theory Practice

Church Attendance, and School Achievement" (Linda Loury) explores the impact of family and church on achievement. "Listening to Young, Inner-City African American Males" (Kathryn McLearn, Shawn LaFrance) illuminates the important role of supportive schools and families. "'Hallwalkers'" (Hilliard Pouncy) warns that many disadvantaged students see little value in attending classes because they do not connect schooling with their future financial well-being. "Improving Links between High Schools and Careers" (Robert Lerman) argues that schools are failing to provide disadvantaged students with the skills they need to succeed in the labor market. "Focus High Schools" (Paul Hill) encourages individual schools to develop clear and explicit missions about the skills their graduates are expected to have acquired and the ways in which they will teach those skills. "Extending the Time of Learning" (Andrew Hahn) provides a summary of the findings of a project, the Quantum Opportunities Program, that engaged students from welfare families most at risk of dropping out in ongoing educational and community service activities. "Youth Development Programs" (Jodie Roth, Lawrence Murray, Jeanne Brooks-Gunn, William Foster) addresses the effectiveness of the positive youth development framework for promoting healthy behavior among at-risk and troubled youth. "Epilogue" (Hugh Price) calls for preventive interventions based on strong relationships between youth and adults. Author notes are appended. (YLB)

ED 443 989   CE 080 555

Preece, Julia
Combating Social Exclusion in University Adult Education.
  Interdisciplinary Research Series in Ethnic, Gender and Class
  Relations.
PUB DATE- 99
NOTE- 179p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position
  Papers/Essays (120),Reports - Descriptive (Program/Project
  Descriptions) (141)
DESCRIPTORS- Access to Education; Adult Education; *Adult
  Learning; Adult Programs; Adult Students; Change Strategies;
  Community Education; Comparative Analysis; *Continuing
  Education; Conventional Instruction; Cultural Differences;
  Educational Change; Educational Environment; Educational Needs;
  Educational Objectives; Educational Policy; Ethnic Groups;
  Foreign Countries; Higher Education; *Inclusive Schools;
  Learning Processes; Lifelong Learning; Personal Narratives;
  Policy Formation; Politics of Education; Power Structure; Sex
  Differences; Sex Fairness; Social Class; Social Integration;
  *Social Isolation; Student Characteristics; *Universities
IDENTIFIERS- *Great Britain; *Marginalized Groups

This book examines one British university continuing education department's involvement with those adults who are most on the margins of formal education. The following are among the topics considered in Chapters 1-9: the wider political context of university continuing education and the emerging political agenda for widening participation in postcompulsory education; factors determining which types of knowledge and learning are worthwhile; struggles within universities to change the types of programs and services offered; institutional positions regarding exclusion and inclusion and the power of universities' community staff to change the existing system; the creation of social exclusion; strategies for combating and ACT Work Keys. (MN)

ED 444 005 CE 080 574

Human Resources/Services Career Cluster ITAC for Career-Focused Education. Integrated Technical & Academic Competencies.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Career-Technical and Adult Education.
PUB DATE- 99
NOTE- 90p.; For other ITAC documents, see CE 080 570-577.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Education; Behavioral Objectives; Career Development; *Career Education; Career Planning; Communication Skills; Competence; *Competency Based Education; Core Curriculum; Critical Thinking; Education Work Relationship; Employment Qualifications; Evaluation Criteria; *Human Resources; *Human Services; Integrated Curriculum; Job Skills; Labor Force Development; Learning Activities; Money Management; Occupational Clusters; Office Occupations; Partnerships in Education; Performance Factors; Problem Solving; Professional Occupations; Relevance (Education); School Business Relationship; Secondary Education; Service Occupations; Skill Development; Skilled Occupations; *Statewide Planning; St Contextualized Instruction; *Ohio; Work Keys (ACT)
IDENTIFIERS- Contextualized Instruction; *Ohio; Work Keys (ACT)

Designed for Ohio educators responsible for planning programs to prepare high school students for careers in human resources/services, this document presents an overview of Ohio's Integrated Technical and Academic Competencies (ITAC) system of career-focused education and specific information about the human resources/services ITAC career cluster. The first half of the document, which introduces the ITAC system's underlying principles and elements, contains the following items: (1) descriptions of the three types of integrated competencies (core, career cluster, and specialization) forming the ITAC model; (2) guidelines for using ITAC; (3) an explanation of the components of the 51 core ITAC; and (4) a table detailing the academic connections in the core ITAC. The second half of the document, which focuses on the human resources/services career cluster ITAC, is divided into six sections, each of which focuses on one of the following strands deemed essential for all careers: solving problems and thinking skillfully; communicating effectively; applying technology; working responsibly; planning and managing a career; and managing resources. Each section contains the following items: expectation; competencies; sample scenario; sample guiding questions; connections to core ITAC competencies; connections to academic models; and connections to Ohio's proficiency tests and ACT Work Keys. (MN)

ED 444 006 CE 080 575

Industrial & Engineering Systems Career Cluster ITAC for Career-Focused Education: Manufacturing Sub-Cluster. Integrated Technical & Academic Competencies.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Career-Technical and Adult Education.
PUB DATE- 99
NOTE- 94p.; For other ITAC documents, see CE 080 570-577.

This book contains nine papers devoted to the psychological experience of youth employment and its role in shaping future employment experiences and expectations. "Introduction" (Julian Barling, E. Kevin Kelloway) emphasizes the diversity of young people as a group and the diversity of individual youth's employment experience. "The Nature of Youth Employment" (Catherine Loughlin, Julian Barling) examines relationships between employment quality and young people's work-related attitudes and behaviors. "Learning To Work: The Development of Work Beliefs" (E. Kevin Kelloway, Steve Harvey) explores the impact of learning before and during employment. "Gender Differences in Employment and Income Experiences among Young People" (Serge Desmarais, James Curtis) considers previous and new research on gender and youth employment. "Developmental Consequences of Youth Employment" (Michael R. Frone) reviews developmental outcomes of employment among adolescents. "Child Labor and Exploitation" (Chaya S. Piotrkowski, Joanne Carrubba) discusses child labor in the United States and worldwide. "Occupational Safety and Health in Young People" (Dawn N. Castillo) details the substantial risks that employment poses to U.S. youths. "Reconceptualizing Youth Unemployment" (Graham S. Lowe, Harvey Krahn) documents how school-to-work transition and life course perspectives can enrich a social-psychological understanding of youth unemployment. "Youth and Labor Representation" (Daniel G. Gallagher) reviews current trends and future directions in the relationship between young people and labor unions. All papers include substantial bibliographies. (MN)

ED 444 022 CE 080 604

"Finding Pleasure in the Right Things": A Concept Paper on Arts, School-to-Career, Service Learning, and Community Revitalization.
PUB DATE- 99
NOTE- 7p.; Co-authored by Project Zero, Harvard University.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adolescents; *Art Education; Attitude Change; Behavior Change; Career Education; Change Strategies; *Community Development; *Education Work Relationship; *Educational Benefits; Educational Change; Educational Needs; Educational Objectives; Educational Principles; Happiness; High School Students; High Schools; *Individual Development; Interpersonal Competence; Learning Processes; Lifelong Learning; Outcomes of Education; Position Papers; Relevance (Education); Satisfaction; *Service Learning; Well Being; Youth Programs
IDENTIFIERS- Authentic Learning; Contextual Learning; Educational Marketing; Reflective Inquiry

High schools are simply not designed to help young people develop interests or passions, become deeply engaged and productive in the life of the community, develop a commitment to high-quality work, or make connections and build relationships with peers and adults. School-to-career, arts education, and service learning each offer especially promising avenues for meeting this challenge. Each can lay claim to its own unique and innovative ways to contribute to youth and community development through the following core principles: students learn through relationships; students learn when they are engaged; students learn through active, in-depth investigation and exploration; students learn in multiple contexts and presentation given by Brian I'Anson at the project launch. A list of mental health Internet sites concludes the newsletter. (MKA)

ED 444 039   CG 029 480

Brooks, Clifford H., Jr., Ed.; Carey, Andrew L., Ed.
Journal of the Pennsylvania Counseling Association, Spring 1999.
PUB DATE- 99
NOTE- 69p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Counseling; *Counselor Educators; Counselor Training; Elementary Secondary Education; Higher Education; Mental Health; School Psychologists; Substance Abuse
IDENTIFIERS- Pennsylvania

This publication marks the premier issue of a journal covering various counseling-related topics. It is designed for professionals in counseling education, mental health, career, rehabilitation, community, and the school counseling fields. The following articles are included: (1) "Message from the Co-Editors" (Clifford H. Brooks and Andrew L. Carey); (2) "Message from ACA President" (Loretta J. Bradley); (3) "Message from the President" (Carl A. Beck); (4) "On the Inauguration of 'The Journal of the Pennsylvania Counseling Association': Expanding the Scholarly Base of the Profession" (A. Scott McGowan); (5) "The Next Evolution in School Counselor Practice and Preparation: A National Initiative, Local Example, and Personal Reflection" (Pamela O. Paisley); (6) "Transpersonal Psychology: The Bridge between Heart and Mind in Addictions Counselor Education" (Charles O. Matthews and George A. Hollingsworth); (7) "Invitations to the Dance: Reflections on Being a Counselor Educator" (Mary D. Deck); (8) "Postmodern Career Counseling: Responding to Clients' Needs in the New Millennium" (Spencer G. Niles and Patrick T. Akos); and (9) "Psychoeducational Groups: An Old Structure for New Standards" (Michael Wilbur, Edil Torres Rivera, Janice Roberts-Wilbur, Michael T. Garrett, and Roberts L. Betz). (JDM)

ED 444 040   CG 029 488

Wright, Doris J.
Career Development and Spirituality in AME Church Women.
PUB DATE- 99
NOTE- 22p.; Paper presented at the Annual Convention of the American Psychological Association (107th, Boston, MA August 20-24, 1999).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Blacks; Career Choice; *Career Development; Counselor Training; *Females; Naturalism; *Role; *Spirituality
IDENTIFIERS- *African Methodist Episcopal Church; Prayer

Career literature is limited in its theoretical and practical understanding about the role that spirituality plays in career development and career choices. African Methodist Episcopal Church women were surveyed about their spirituality and its role in their career choices in a pilot naturalistic study. The purpose of the study was to discover how the women defined spirituality and how they later used it to effect career decisions. Results show that four beliefs were found among the participants: spirituality influences career decisions;

Counselor Training; Elementary Secondary Education; Employment Counselors; Foreign Countries; *Government Role; Labor Force Development; National Programs; *Public Policy
IDENTIFIERS- *Canada; Quebec

In Canada, responsibility for the career development delivery system is divided among federal, provincial/territorial, and municipal levels of government. Education comes under provincial/territorial jurisdiction. Career development varies across provinces and often from school to school. There are eight transition points throughout the school years to adulthood where guidance and career counseling are often necessary. Training and qualifications of career development practitioners vary. In Quebec, every school has vocational guidance counselors who must have a master's degree and specialist training in guidance. In other parts of Canada, guidance counselors in elementary and secondary schools must be licensed teachers. There are many current policy issues facing Canada. Leadership in Career Development is fragmented. Coherence to the delivery of career development is needed since it is difficult for clients to find their way to the right service. Very few points of service use any sort of planned method to assess counseling outcomes. Two key issues for the future are providing equity in career development to meet the needs of diverse client groups, and creating a career development service delivery structure. (Contains 3 figures and 13 references.) (JDM)

ED 444 059   CG 030 154

Li, Louisa
The Hong Kong Special Administrative Region.
PUB DATE- 00
NOTE- 12p.; In: Making Waves: Career Development and Public Policy. International Symposium 1999 Papers, Proceedings, and Strategies (Ottawa, Ontario, Canada, May 2-4, 1999); see CG 030 145.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Vocational Education; *Career Development; Cooperation; Foreign Countries; *Government Role; Labor Force Development; National Programs; *Public Policy; Secondary Education; Secondary School Students; *Social Change; Technology
IDENTIFIERS- China; *Hong Kong

In Hong Kong, career guidance and employment services for secondary school students and the public at large are provided by the Education Department, the Labour Department, and the Hong Kong Association of Careers Masters and Guidance Masters. These organizations work together to provide career information, guidance, and employment assistance. The Hong Kong University Careers Education and Placement Centre provides services in career education and placement in tertiary institutions, and provides a wide range of services to employers as well. In the face of rapid change in Hong Kong, there are several issues that will influence future strategies and policies in career development. These include: the movement of manufacturing to China, causing Hong Kong's economy to shift from manufacturing based to service oriented; current heightened competition among graduates for employment; career service providers keeping pace with technological advances; and reunification with the Mainland and the opening up of the

Downs, Louis
A Study of the Outcomes of Required Counseling during Counselor Training at a CACREP Accredited University.
PUB DATE- 00
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Counseling; *Counselor Training; *Degree Requirements; Graduate Students; Higher Education

Counselor education literature suggests that part of counselor training is personal growth and that counselor education should be dealing with personal issues that may hinder the effectiveness of counselor trainees in a clinical setting. An ongoing discussion of effective interventions has presented a variety of suggestions for intervention by counselor education programs toward this end. One approach has been to mandate personal counseling by trainees. A qualitative study of 13 graduates of the Masters degree counselor training program at a major university was undertaken to find out if the policy of requiring counseling during the program was effective. Evidence is presented to show that the policy was not strictly nor universally enforced. However, most of those who attended counseling found it to be an important part of their development as professional counselors and were able to define personal counseling's contributions. Most of those who had not been required to attend counseling thought that the requirement should exist. Implications and suggestions for further research are discussed. (Contains 27 references.) (Author/MKA)

ED 444 079 CG 030 229

Beyer, Sylvia; Langenfeld, Kelly
Gender Differences in the Recall of Performance Feedback.
PUB DATE- 00
NOTE- 6p.; Paper presented at the Annual Conference of the Midwestern Psychological Association (Chicago, IL, May 4-6, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Feedback; Higher Education; *Recall (Psychology); *Sex Differences; *Undergraduate Students

This study tested whether gender differences in recall of performance feedback exist. Participants were 88 female and 68 male undergraduate students enrolled in introductory psychology courses at the University of Wisconsin-Parkside. They were presented with eight comments each (evaluative feedback) for both an English paper and a computer program. Participants were asked to imagine that either they or another student had written the paper or the program. The feedback for one of the two performance domains was mostly positive, the other mostly negative. After reading the performance feedback, participants were asked to guess the letter grade the professor had assigned to the paper or program and to rate the comments. Participants were then given a three minute surprise recall test of the performance feedback for both domains. Finally, participants were given a form listing each of the eight English paper and eight computer program comments. They were asked to rate the three comments that were most influential in determining the grade the professor has assigned the paper or program. The women estimated that the English paper had received higher grades than men did when the feedback was positive, but they

Psychological Testing; Student Surveys; *Test Reliability
IDENTIFIERS- *Learning Efficiency Test II

This paper examines the discriminative validity of the Learning Efficiency Test II (LET-II; Webster, 1998) in distinguishing among children diagnosed as having ADHD (Attention Deficit Hyperactivity Disorder) only, ADHD and an accompanying learning disability, ADHD-predominantly inactive type, and a control group. Children (N=132) between the ages of 8 and 16 who referred to a private clinic for psychoeducational evaluations participated in the survey. Each of the participants in the attention deficit groups had been previously identified by at least two professionals as having the specific disorder. Participants for the control group were children referred for other reasons such as underachievement, family problems, or emotional concerns. Analysis determined that the LET-II provided an overall discrimination rate of 57.6% in distinguishing among the four groups of learners. In addition, when comparing the simple dichotomy of the combined ADHD groups as being distinguished from the average group, the LET-II correctly identified 78 of 93 total participants, to yield an 83.9% accuracy rate in distinguishing between ADHD and the non-ADHD group. The data suggests that ADHD may be a disorder involving some kind of atypical cognitive processing where the child is unable to access and retrieve information from either short-term and/or long-term memory stores quickly and efficiently. (JDM)

ED 444 101 CG 030 299

O'Halloran, Susan, Ed.; Coleman, Loren, Ed.; DiCara, Cheryl, Ed.
Maine Youth Suicide Prevention: Education, Resources and Support--It's Up to All of Us.
PUB DATE- 99
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adolescents; Depression (Psychology); Instructional Materials; Intervention; Mental Health; Public Health; Public Service; *State Action; *Suicide; Youth Problems
IDENTIFIERS- *Adolescent Suicide; Maine; *Suicide Prevention

This booklet is designed to provide the citizens of Maine with general information they can use to help with the problem of youth suicide. It serves as part of the state's public education strategy to teach the citizens about suicide prevention. The booklet contains information concerning myths about suicide, the risk factors, warning signs, and motives. It discusses how depression can influence suicide behavior and how to enhance protective factors, which can combat the negative effects of depression. It considers how to respond to suicidal behaviors, how to persuade someone to get help, and important ways to save a life. Lists of resources to state and national hotlines and Web sites for prevention are included. (JDM)

ED 444 102 CG 030 301

Sheverbush, Robert L.; Smith, Janet V.; DeGruson, Melinda
A Truancy Program: The Successful Partnering of Schools, Parents, and Community Systems.
PUB DATE- 00
NOTE- 31p.

other times as a result of the combined pressures from staff-student ratios and enrollment numbers at particular grade levels. The issue of their contribution to effective learning is thus a critical, practical one, as well as an interesting research question. Analysis of data from the Victorian Quality Schools Project, a large, comprehensive, three-year, longitudinal study of school and teacher effectiveness, revealed some significant negative effects on achievement associated with multigrade classes and some non-significant effects. Results differed between data collection occasions (1993 and 1994) and between subject areas: literacy and numeracy. In order to illuminate the processes at work, the issue of multigrade classes became one of the research questions investigated in the qualitative phase of the project in 1995. Principal and teacher perceptions of the level of learning difficulty in multigrade classes (for all students and for particular subgroups) were sought through interviews, together with information about school policy on multigrade classes and the processes of allocating students to such classes. The results indicate the directions that could be taken to maximize effectiveness of teaching and learning in multigrade classes, as well as directions for further empirical investigation of the effects of multigrade classes on students' learning outcomes. An interview schedule and 15 tables of data are attached. (Contains 25 references.) (Author/RS)

ED 444 123   CS 014 067

Raban, Bridie; Ure, Christine; Smith, Gregg
Accelerating Literacy Progress for New School Entrants: The Preschool Literacy Project (Stage 3) in Victoria.
PUB DATE- 99
NOTE- 23p.; Paper presented at the Joint Meeting of the Australian Association for Research in Education/New Zealand Association for Research in Education (Melbourne, Victoria, Australia, November 29-December 3, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Action Research; *Emergent Literacy; *Faculty; Foreign Countries; *Inservice Teacher Education; Instructional Effectiveness; Preschool Children; Preschool Education; *Preschool Teachers; Teacher Attitudes; Teacher Behavior
IDENTIFIERS- Australia (Victoria)

This paper reports stage 3 of a research project conducted in 40 preschools in Victoria, Australia. During the first stage of this project, preschool teachers were asked about their concerns relating to young children's literacy development. Their responses revealed little access to recent thinking concerning emergent literacy, either through their initial training programs or through subsequent professional development opportunities. Their understandings and beliefs with regard to early literacy rendered them unable to provide for this development in their programs. Stage 2 of this project included these teachers and their assistants in an action research professional development cycle which informed and supported them in reviewing and changing their practice. Stage 3 followed the children from these preschools to the end of their first year in school. Marked improvements were noted in the trajectory of these children's literacy progress when they entered school (N=347) in contrast to those children who had not attended this group of preschools (N=613). (Contains 46

Instruction To Promote This Love!
PUB DATE- 00
NOTE- 56p.; Prepared by ELA Leaders' Task Force.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adolescents; *Instructional Effectiveness; Intermediate Grades; Professional Development; Program Effectiveness; *Reading Instruction; Reading Programs; Reading Skills; Secondary Education; Student Evaluation; Teacher Student Relationship

Based on the belief that learning to read is an ongoing process that continues into the upper grades, this guidebook is intended as a "starter kit" to help teachers, literacy specialists, and administrators design strong literacy programs that span the secondary grades. The guidebook maintains that as learners encounter unfamiliar and complex text, they need instructional support from teachers in all disciplines to gain the skills necessary to tackle these challenges. The guidebook seeks to answer these questions: What does the proficient adolescent reader look like? What are the best practices in the teaching of reading? What professional development will provide teachers the support they need to work wisely with the adolescent reader? What professional development do teachers need to build strong reading instructional programs for all students? What is available to assess the reading performance of adolescent readers? What resources will help a school develop a quality reading program? Following an introduction, the guidebook contains 8 sections: (1) Position Statement on Adolescent Literacy; (2) Portrait of an Adolescent Reader; (3) Best Practices; (4) Comprehension Strategies; (5) Assessing the Adolescent Reader (including An Assessment System, Classroom Reading Assessments, A Few Reading Inventories, Matrix of Published Reading Tests, and Sample of NWREL's Traits of a Reader); (6) Quality Programs; (7) Professional Development; and (8) Resources on Adolescent Reading (including references to 69 books and journal articles, a list of 8 professional journals for literacy educators, and 8 Web sites of interest). (SR)

ED 444 143 CS 014 091

Pathways to Literacy: A Centennial BOCES and Colorado Department of Education Project.
SPONS. AGENCY- Office of Elementary and Secondary Education (ED), Washington, DC. Goals 2000 Program.
PUB DATE- 00
NOTE- 28p.; CASSI is an acronym for Consortia Addressing Statewide Systemic Issues; BOCES is an acronym for Board of Cooperative Educational Services.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Standards; Curriculum; Elementary Secondary Education; Faculty Development; *Instructional Effectiveness; *Reading Instruction; *State Standards; *Teacher Collaboration; *Writing Instruction
IDENTIFIERS- *Colorado

methods might include: (1) a contract system; (2) an enrichment center; (3) a learning centers approach; (4) individualized spelling; (5) multiple series of spelling texts; and (6) computer technology. (EF)

ED 444 164 CS 217 214

Beck, Margie; Humphries, Simon
Introducing Literacy across the Curriculum in a Secondary School: A University/School Collaborative Project.
PUB DATE- 99
NOTE- 15p.; Paper presented at the Joint Meeting of the Australian Association for Research in Education/New Zealand Association for Research in Education (Melbourne, Victoria, Australia, November 29-December 3, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Action Research; *College School Cooperation; Foreign Countries; Higher Education; *Inservice Teacher Education; *Literacy; Partnerships in Education; *Professional Development; Program Descriptions
IDENTIFIERS- Australian Catholic University

The Australian Catholic University has developed a collaborative project for one of its personnel to move into a school to take responsibility for some of the school's professional development programs and to conduct action based research related to the project. One key aim of the project is to develop literacy skills across the curriculum for the staff as well as for the university person to act as "an educator in residence" for particular areas of professional development. This paper looks at the development of the new collaborative project between the university and the school and the developing role of the university and school personnel. It explores the issues of developing new research agendas and relationships in a professional setting outside the University. The paper explores the way in which the project has been shaped by the work of the university person interacting with the school community at three different levels. The first level is working at the whole school level through meetings and a staff development day with staff and parents. The second level of involvement is working in small groups of teachers to develop their skills in teaching literacy skills in their particular subject area. The third level is being achieved by working with teachers on a one-on-one basis in the classroom demonstrating the teaching of text types as well as working in designated release time. The outcomes from each of the levels of involvement are described in the paper. Another aim of the project is to ensure that action research would be generated as a result of the project. (Contains 12 references. Attached is the first year report on the partnership program.) (RS)

ED 444 165 CS 217 215

Thwaites, Trevor
Multiliteracies: A New Direction for Arts Education.
PUB DATE- 99
NOTE- 15p.; Paper presented at the Joint Meeting of the Australian Association for Research in Education/New Zealand Association for Research in Education (Melbourne, Victoria, Australia, November 29-December 3, 1999).
LANGUAGE- English

National Council of Teachers of English (Denver, CO, November 18-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Classroom Environment; Early Childhood Education; *English Instruction; Foreign Countries; Integrated Curriculum; *Language Arts; Language Role; *Student Empowerment
IDENTIFIERS- *Critical Literacy

All over the world educators work towards social justice in a variety of classroom projects. How might teachers of English language arts be informed by this variety of projects--all of which involve young people and their teachers exploring relationships between language and power? Theoretically, protagonists of critical literacies have many different origins--coming from feminist standpoints, critical linguistics, poststructuralist theory, anti-racism, the work of Paulo Freire, and more. These theoretical starting points are about shaping young people who can analyze what is going on, who will ask why things are the way they are, who will question who benefits from the way things are, and who can act to make things more equitable. To do so requires a literacy curriculum which has young people engaged in socially perceptive reading, listening, viewing, and speaking, writing and producing texts which represent their rights and the rights of others. This paper discusses some of the fears, questions, and doubts educators may associate with critical literacy. The major part of the paper offers an account from one classroom--the story of how one group of children and their teacher negotiated critical literacies in practice. The paper concludes by making a case for critical literacies in English language arts classrooms at this time--literate practices that go beyond "nice-n-normal"--but it also raises some questions and challenges which accompany such work. (Contains 22 references.) (NKA)

ED 444 184   CS 217 240

Johnston, Peter; Woodside-Jiron, Haley; Day, Jeni
Teaching and Learning Literate Epistemologies. CELA Research Report.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; *Classroom Environment; Classroom Research; *Epistemology; Grade 4; Intermediate Grades; *Literacy; *Student Attitudes; *Teacher Attitudes; Teacher Student Relationship

As part of a larger study of 28 fourth-grade classroom teachers noted for their effectiveness in developing students' literacy skills, this paper studies relationships between teacher epistemology, classroom interactions, and related student epistemologies and identities. It details the links between four teachers' epistemological stances and those of their fourth-grade students via interview data and classroom discourse analysis. Classroom discourse, orchestrated by the teacher, likely mediates many of the associations between teacher and student epistemologies documented here. (Contains of the global economy into the discourses of the global marketplace. It focuses on the micro-politics of language, arguing that economic globalization is a social achievement that generates and requires new language and literacy practices. Workplace language and literacy practice changes to accommodate the demands of global networks of accountability (for instance, various quality documentation mechanisms) and associated management structures like cross functional teams and these changes have a significant impact on work practice, work identities and constructions of working knowledge. Enterprise-based language and literacy teachers can be implicated in the social and political processes by which new working identities and new working knowledges are constructed. The paper draws on an intensive 8-month study of a restructuring textile manufacturing company as the company attempts simultaneously to achieve a QS 9000 rating, to establish a cascading set of cross functional teams, and to implement an Action Learning Team training program. (Author/RS)

ED 444 206 CS 510 385

Comber, Barbara
Managerial Discourses: Tracking the Local Effects on Teachers' and Students' Work in Literacy Lessons.
PUB DATE- 97
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; *Classroom Communication; Disadvantaged Schools; Disadvantaged Youth; Discourse Analysis; *Discourse Communities; Educational Research; Elementary Education; Foreign Countries; *Literacy; *School Culture
IDENTIFIERS- Australia (South Australia); Foucault (Michel); *Managerial Communication

It is not news that managerial discourses have dominated government educational policy and programs in Australia since the mid 1980s. During this period there has also been a proliferation of discourses about literacy. The common sense view is that literacy empowers disadvantaged people and assists failing economies. The last decade and a half has seen a discursive shift from education as a human right to education as a government investment. However, the effects of managerial discourses in actual classrooms--preferred pedagogies, enacted curriculum, assessment practices, classroom talk, and allocation of time--are rarely studied and difficult to ascertain. This paper considers the ways in which managerial discourses impact on what teachers and students can do and say in literacy lessons. The paper aims to show the potential of Foucauldian interpretative analytics for examining the local material effects of discursive practices in the everyday institutional lives of teachers and students. It illustrates how managerialist discourses were deployed and contested in one disadvantaged school community in South Australia. The paper provides active analysis of how and where such discursive practices insinuate themselves in the minute details of everyday life, and at the same time it seeks to signal the risks of a managerialist discourse for disadvantaged students. (Contains 38 references, and 4 figures and 3 tables of data.) (NKA)

ED 444 207 CS 510 389

Rosengard, Dana

terms spells out some of the acronyms and "computerese," and lists of books from NSBA's Technology Leadership Network and Council of School Attorneys lead to further assistance. (DFR)

ED 444 227 EA 030 543

Prince, Don W.; Hoppe, Michael H.
Communicating across Cultures for the Practicing Manager: An Ideas into Action Guidebook.
PUB DATE- 00
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administrator Effectiveness; Administrator Guides; Communication Audits; *Cultural Awareness; Cultural Literacy; *Interpersonal Communication; *Organizational Communication; *Supervisory Methods

This guidebook examines cultural differences in communication. It discusses strategies that managers can employ to become aware of cultural differences, to recognize when cultural differences pose a leadership challenge, and to adapt their communication style to enhance effectiveness. The booklet recommends that managers examine their own cultural conditioning, review their experiences with other cultures, watch for discomfort that can signal cultural differences, and recognize and modify their communication approach. The booklet provides short anecdotes to help managers anticipate and adapt to cultural differences, listen and watch for cultural differences, be aware of nonverbal communication, and notice that unexpected behavior can signal cultural differences. It cautions managers to be sensitive to the use of idioms and slang when speaking to someone who has learned their language in a formal setting and encourages managers to pay attention to the way that they talk and write. Some suggestions for clear, cross-cultural communication include the use of stories and analogies that are universally understood, the use of the simplest and most common words, and the adoption of inclusive language. Other tips for cross-cultural communication include taking care to pronounce names correctly, using humor appropriately, communicating respect for other cultures, and working to understand other cultures. (RJM)

ED 444 228 EA 030 544

McDowell, Susan A.
The "Push and Pull" of Home Schooling in the Larger Society: Using an Epidemiological Lens To Study an Educational Phenomenon.
PUB DATE- 00
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, Louisiana, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; *Home Schooling; Nontraditional Education; *Parent Attitudes; School Choice; School Safety; *Social Influences; *Violence
IDENTIFIERS- Columbine High School Shooting; School Shootings

The Meadows Model for preservice preparation was designed to speed the process of preparing educational leaders in Texas. Previous programs allowed teachers seeking administrative licensure to complete the program at their own pace. The Meadows Model shortens this process to 15 months. This model incorporates a number of specific features, which have had a significant impact on the process of preparing administrators: (1) selection for the program on a competitive basis; (2) internship as a significant and early part of the program; (3) inclusion in a cohort group at the start of the program; (4) focused initial study on the principalship and related skills; (5) specialized study in communications and intergroup dynamics; (6) an introduction to the culture of the principalship; and (7) participation in staff development activities with practicing principals. This paper lists several initiatives to look at the impact of the Meadows Model over the years of operation. These include a case study approach, annual evaluation, postprogram design, and open-ended responses on questionnaires. Conclusions drawn from the studies and recommendations for the future of the program are presented. (Contains 10 references.) (DFR)

ED 444 247 EA 030 565

Edds, Daniel B.
The Role of Activity Based Costing (ABC) in Educational Support Services: A White Paper.
PUB DATE- 99
NOTE- 10p.; Prepared with Strategic Development Associates. Cover title varies.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accounting; Case Studies; *Cost Effectiveness; *Educational Finance; Elementary Secondary Education; *Improvement Programs; *Management Development; *Public Schools

Many front-line managers who are assuming more financial responsibility for their organizations find traditional cost accounting inadequate for their needs and are turning to Activity Based Costing (ABC). ABC is not a financial reporting system to serve the needs of regulatory agencies, but a tool that tracks costs from the general ledger statement to work activities and then to the actual output of those activities. It mirrors the work of people and equipment; it documents costs as an organization actually consumes financial resources. ABC seeks to answer four very different questions: (1) What activities are being performed by the organization? (2) How much does it cost to perform those activities? (3) Why does the organization need to perform those activities? and (4) How much of an organization's money does each activity consume in the production and delivery of products and services? The paper presents a case study of how ABC was applied to a communications center at a community college in order to reduce costs. Finally, the paper details why such factors as the cost structures of schools, the pace of change, and the cost of processing data have created an interest in ABC. (DFR)

ED 444 248 EA 030 566

Kohls, Anuradha, Ed.; Porter, Ethel, Ed.; Stafford, Bernice, Ed.
Lightspan in Action: A Skill-and-Content Comprehensive School Reform Demonstration Program Model. Proceedings from a CSRD

DESCRIPTORS- *Accountability; *Action Research; *Educational Change; *Educational Improvement; Elementary Secondary Education; *Learning Experience; Principals; Public Schools; *Student Improvement

The Accrediting Commission for Schools, Western Association of Schools and Colleges (WASC) has recently developed a new protocol for accrediting schools entitled "Focus on Learning" (FoL). This monograph explains how the FoL process can influence student learning and serve as a vehicle for school improvement and accountability. The following information is addressed: the rationale for this revision, an overview of FoL, including the criteria, the power of FoL to support the role of principal as a curriculum leader, FoL as the foundation for school accountability, and the results from initial use of FoL. The FoL process has already been widely accepted throughout the WASC region as integral to the heart of education--successful student learning. Appendices contain key terminology, "Focus on Learning" criteria, indicators, and resources. (Contains 23 references.) (DFR)

ED 444 269 EA 030 612

Stader, David L.; DeSpain, B. C.
Block Scheduling in Missouri: A Study of Administrator and Teacher Perceptions.
PUB DATE- 99
NOTE- 17p.; Paper presented at the Annual Meeting of the National Council of Professors of Educational Leadership (Jackson, Wyoming, August 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Attitudes; *Block Scheduling; Comparative Analysis; Educational Environment; Educational Practices; Elementary Secondary Education; Flexible Scheduling; School Schedules; *Teacher Attitudes; Teacher Improvement
IDENTIFIERS- *Missouri

This paper reports on a Missouri study that compared block scheduling to traditional schedules in small high schools (schools with fewer than 500 students in grades 9 to 12). The study focused on small-school administrator and teacher perceptions of the effects of block scheduling on student achievement, school climate, and teacher methodology. Only those schools that had implemented some form of block scheduling during or before the fall of 1996 were considered for the study. Principals of 101 high schools that met the definition of a small high school were mailed questionnaires and asked to randomly select three teachers. The questionnaire was divided into four categories: student achievement, school climate, teacher methodology, and an overview section. A total of 62 administrators and 152 teachers participated in the study. The results indicate that teachers and administrators generally believe block scheduling has improved student achievement. Educators perceived an improvement in the quality of student work, depth of subject matter covered, student retention of material, and an increase in enrollment in advanced courses. However, when teachers were divided by subject area, math/science teachers did not necessarily agree with this general assessment. Overall, it was felt that block scheduling improved the teacher-student relationship, stimulated changes in teacher methodology, and improved school climate. (Contains 15 references.) (RJM)

Educators.
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Bureau of Instructional Support and Community Services.
PUB DATE- 99
NOTE- 67p.; Developed through the Panhandle Area Educational Consortium/Washington County School Board. Funded under the Individuals with Disabilities Education Act (IDEA), Part B.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Accommodations (Disabilities); *Classroom Environment; *Disabilities; Elementary Secondary Education; Hearing Impairments; *Inclusive Schools; *Individualized Education Programs; Instructional Materials; Mathematics Instruction; Reading Difficulties; Scheduling; *Student Evaluation; Teaching Methods; Time Factors (Learning); Visual Impairments
IDENTIFIERS- Florida; Testing Accommodations (Disabilities)

This manual describes different types of accommodations educators can use to include students with disabilities in general education classrooms, including accommodations relating to instructional methods and materials, assignments and classroom assessments, time demands and scheduling, learning environment, and use of special communication systems. Chapter 1, "Accommodations," discusses what accommodations are, who is eligible for accommodations, and how Individualized Education Program (IEP) decisions about accommodations are made. Chapter 2, "Making Instruction More Effective," describes conspicouous steps and strategies teachers can take to accommodate different learners. It discusses using graphic organizers, the Big Accommodation Model, and scaffolding. The following chapter, "What Can You Change?" addresses specific instructional accommodations for students with limited reading abilities, difficulty understanding lectures and discussions, visual or hearing impairments, or difficulty understanding mathematical concepts and processes. It also addresses accommodations that can be made in scheduling and the classroom environment. The final chapter, "Get Started by Planning," discusses incorporating accommodations in the IEP, anticipating students' needs, and planning for lessons. Appendices include an annotated list of resources for accommodations and Florida State Board of Education Rules related to accommodations. (CR)

ED 444 289 EC 307 978

Giesen, J. Martin; McBroom, Lynn W.; Cavenaugh, Brenda S.; Gooding, Earl; Hicks, James H.
Providing Services to African Americans Who Are Blind: Views of Experienced White and African American Rehabilitation Counselors.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 00
NOTE- 50p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adults; Blacks; Blindness; *Caseworker Approach; Counseling Techniques; *Counselor Attitudes; Counselors; Disabilities; Interviews; *Racial Differences; Racial Factors;

filed with the state over provision of early intervention services and the outcomes of the cases are noted. The report also discusses barriers, challenges, and future actions related to interagency coordination. A final section includes a description of the state's credentialing system for early intervention professionals and assistants. (CR)

ED 444 308   EC 307 998

Romich, Barry
Language Representation Method Issues in AAC: All Are Not Equal.
PUB DATE- 99
NOTE- 7p.; Paper presented at the Annual Southeast Augmentative Communication Conference (20th, Birmingham, Alabama, October 1-2, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; *Augmentative and Alternative Communication; Children; Communication Aids (for Disabled); Communication Skills; *Disabilities; Interpersonal Communication; *Pictorial Stimuli; *Spelling; *Vocabulary Development

This paper explores three different language representation methods used to access vocabulary in augmentative alternative communication (AAC) and identifies which are most effective for core and extended vocabulary. The benefits and drawbacks of using spelling, single meaning pictures, and semantic compaction (Minspeak) are described. The paper finds that for access to core vocabulary, research suggests a ranking of semantic compaction, spelling, and single meaning pictures in order of effectiveness. For access to extended vocabulary, the order would be spelling, single meaning pictures, and semantic compaction. The paper stresses, however, that total communication requires access to both core and extended vocabulary and that monitoring the language activity of highly effective users of AAC has indicated that they use a combination of semantic compaction and spelling, sometimes with word prediction. The paper concludes that for most people who rely on AAC and have a language age of two years or more, the use of multiple language representation methods results in the most effective communication. Those methods include semantic compaction for core vocabulary access and spelling and/or single meaning pictures for extended vocabulary access. (Contains 12 references.) (CR)

ED 444 309   EC 307 999

Daunic, Ann P.
Teacher Preparation for Diverse Classrooms: Performance-Based Assessment of Beginning Teachers. Final Performance Report.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 96
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Classroom Observation Techniques; *Cross Cultural Training; *Cultural Awareness; *Disabilities; Elementary Secondary Education; Higher Education; *Knowledge Base for Teaching; Outcomes of Education; Performance Based Assessment; *Preservice Teacher Education; Regular and Special Education

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Attention Deficit Disorders; Dependents; Disability Identification; Family Involvement; *Family Mobility; Foreign Countries; Hyperactivity; Intervention; *Learning Disabilities; *Overseas Employment; Questionnaires; Schools; Student Needs; Surveys
IDENTIFIERS- *International Schools

This paper on students who learn differently, primarily students with specific learning disabilities or attention deficit/hyperactivity disorder (ADD/HD), examines the topic in the context of American families living abroad based on a review of the literature and a survey of member clubs of the Federation of American Women's Clubs Overseas. Background information covers topics such as the nature of ADD/HD, symptoms of special learning problems, factors that might complicate recognition, why students learn differently, consequences of ignoring the fact that students learn differently, and student evaluation. Special considerations for internationally mobile families are organized into suggestions for before and after the move and anytime. Schooling suggestions cover international schools, host country or national schools, choosing a school, techniques for teachers, the computer as a teaching aid, continuing education for teachers, and tips for college-bound students. The paper also provides an extensive bibliography and list of resource materials including books, computer programs, tapes, Web sites, and useful addresses. Also included are eight attachments such as the survey questionnaire, a list of famous people with attention deficit disorders and learning disabilities, a brochure of advice for parents, organizational materials, and a report detailing the findings of a follow-up survey. (Contains approximately 50 references.) (DB)

ED 444 329 EC 308 020

Hurst, David, Ed.; Smerdon, Becky, Ed.
Postsecondary Students with Disabilities: Enrollment, Services, and Persistance. Stats in Brief.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Persistence; College Students; *Disabilities; *Enrollment Trends; Higher Education; Incidence; *National Surveys; Statistical Analysis; *Student Characteristics; *Student Personnel Services; Undergraduate Study
IDENTIFIERS- Beginning Postsecondary Students Long Study; Department of Education; National Postsecondary Student Aid Study

This paper summarizes data from several recent surveys of the Department of Education concerning postsecondary students with disabilities. Surveys represented include the 1995-96 National Postsecondary Student Aid Study, Postsecondary Education Quick Information System survey (1998), and the Beginning Postsecondary Students Longitudinal Study. Narrative, figures, and graphs cover enrollment, support services and

Pennsylvania German" (David Bowie); "Event Time Properties" (Gerhard Brugger); "Polarity in Spanish, French, and English" (Dee Cain, Renee J. O'Brien); "Chanting Intonation in French" (Zsuzsanna Fagyal); "Sui Generis Genericity" (Hana Filip, Greg Carlson); "South Slavic Clitic Placement Is Still Syntactic" (Steven Franks); "Permission Sentences in Dynamic Semantics" (Javier Gutierrez-Rexach); "Do I Sound 'Asian' to You? Linguistic Markers of Asian American Identity" (David B. Hanna); "Subcategorization Semantics and the Naturalness of Verb-Frame Pairings" (Edward Kako); "Extraction, Gradedness, and Optimality" (Frank Keller); "A Non-Scalar Account of Apparent Gradience: Evidence from Yo and Ne" (Yuriko Suzuki Kose); "No Escape from Syntax: Don't Try Morphological Analysis in the Privacy of Your Own Lexicon" (Alec Marantz); "What Does the Copula Do?" (Kunio Nishiyama); "Disyllabic Requirement in Swahili Morphology" (Jae-Ick Park); "Aspectual Shifting in the Perfect and Progressive" (Laura Wagner); "A Model-Theoretic Approach to A-Not-A Questions" (Jianxin Wu); and "Against Overt Particle Incorporation" (Jochen Zeller). Diagrams, tables, and references appear throughout the articles. (KFT)

ED 444 352 FL 026 341

Dimitriadis, Alexis, Ed.; Lee, Hikyoung, Ed.; Siegel, Laura, Ed.; Surek-Clark, Clarissa, Ed.; Williams, Alexander, Ed.
Current Work in Linguistics. University of Pennsylvania Working Papers in Linguistics, Volume 4, Number 3.
PUB DATE- 97
NOTE- 215p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Case (Grammar); Dialects; English (Second Language); Grammar; Homosexuality; Irish; Korean; *Language Research; *Linguistics; *Pronunciation; Second Language Instruction; Second Language Learning; Sociolinguistics; Stereotypes; Syntax; Uncommonly Taught Languages
IDENTIFIERS- Ethiopians; German (Pennsylvania); Tigrinya

This issue contains the following articles: "Was Mir Wisse: A Review of the Literature on the Languages of the Pennsylvania Germans" (David Bowie); "Tigrinya Root Consonants and the OCP" (Eugene Buckley); "Duration of Onset Consonants in Gay Male Stereotyped Speech" (Sean Crist); "PRO, the EPP and Nominative Case: Evidence from Irish Infinitivals" (Heidi Harley, Andrew Carnie); "Palatalization and Umlaut in Korean" (Soonhyun Hong); "Exceptional Case Marking in the Xtag System" (Seth Kulick); "Functional and Pair-List Embedded Questions" (Yael Sharvit); and "The Perfect, Contingency, and Temporal Subordination" (Beverly Spejewski). (KFT)

ED 444 353 FL 026 342

Milambiling, Joyce
Native and Non-Native Speakers: The View from Teacher Education.
PUB DATE- 99
NOTE- 10p.; Paper presented at the Annual Meeting of the Midwest Modern Languages Association (November 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; *English (Second Language); Higher Education; *Interviews; *Native Speakers; Second Language Instruction; Second Language Learning; Teacher

"Aboriginal Language Standardisation Project Task Timeline"; "The Algonkian Language Family"; "The Iroquoian Language Family"; "Aboriginal Languages and First Nations of Ontario"; "First Nations and Languages of Origin"; "Aboriginal Language Training Provided in Native LBS Agencies, 2000"; "Centres for the Study of Aboriginal Languages, 2000"; "Lists of Schools in Ontario Offering Aboriginal Languages as a Regular Subject, 1998"; "Ontario School Boards with Native Languages as a Second Language (Elementary and Secondary), 1998"; and "Aboriginal Languages Taught in Schools on First Nations Territories in Ontario, 2000." (KFT)

ED 444 372 FL 026 364

Raymond, Hilary C.
Learning To Teach Foreign Languages: Case Studies of Six Preservice Teachers.
PUB DATE- 00
NOTE- 41p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; Elementary Secondary Education; Ethnography; *Field Experience Programs; Graduate Students; Higher Education; Interviews; *Language Teachers; *Preservice Teacher Education; Questionnaires; Second Language Instruction; Second Language Learning; Teacher Educator Education; Teacher Improvement; *Teaching Methods; *Theory Practice Relationship

The purpose of this study was to investigate six preservice teachers' understandings of the theory and practice of teaching and learning foreign languages during their course work and field experiences in a teacher education program. The participants in the study were full-time students in a year-long graduate-level program. This paper focuses on the participants' understandings of how to teach in a particular classroom context. Ethnographic techniques, including observations, interviews, and document analyses, were used. In discussions of how to teach a foreign language, the participants outlined the need for teachers to provide a language-rich environment in which students are guided to use the foreign language to express themselves and obtain information from others. Methods courses supported these ideas. However, during the participants' field experiences, contextual constraints entered into the equation, and many opted to abandon these practices when they encountered a negative reaction from their students and mentors. Although teacher educators have an opportunity to ground preservice teachers in the theory and practice of foreign language education in methods courses, they should recognize that corresponding field experiences seldom represent idealized language learning situations. Despite a base of foreign language pedagogical content knowledge, what preservice teachers really need is continued support in order to learn to adapt their teaching methods to whatever circumstances they encounter. (Contains 33 references.) (KFT)

ED 444 373 FL 026 365

Minami, Masahiko
Vocabulary Development in Bilingual and Language Minority

language learning strategies and O'Malley and Chamot's Cognitive Academic Language Learning Approach (CALLA). The article goes on to describe the teacher's efforts to ascertain what language learning strategies were typically used by her beginning level adult English language learners. She found that her students were resourceful strategists in the classroom and appreciated the opportunity to discuss openly various learning strategies. She found a variety of strategies in use, namely: socially-oriented strategies; resourcing strategies; strategies based on prior knowledge and experience; and repetition and coping strategies. It is concluded that knowing about and understanding the learning strategies of the learners allows the teacher to make more informed decisions about what instructional strategies are likely to be the most effective. (Adjunct ERIC Clearinghouse for ESL Literacy Education) (KFT)

ED 444 392   FL 801 394

Kilpatrick, Wendy Montanari
Verbs: Where the Action Is. Practitioner Research Briefs, 1999-2000 Report Series.
SPONS. AGENCY- Virginia Association of Adult and Continuing Education, Charlottesville.
PUB DATE- 00
NOTE- 5p.; For full text: http://www.vcu.edu/aelweb/vaern.html.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Class Activities; Classroom Communication; Classroom Techniques; *Educational Strategies; *English (Second Language); Immigrants; Limited English Speaking; Literacy; Second Language Instruction; Second Language Learning; *Teacher Education; Teaching Methods; *Verbs; Vocabulary Development

This brief asks the question of what happens if the instructor isolates verbs and uses them in lesson plans for English-as-a-Second-Language (ESL) students at the beginning and intermediate levels. The discussion is based on the experiences of one ESL teacher who found that the most pressing practical need of her students was a better command of English verbs for use in the workplace. She planned her lessons around certain verb forms and functions. She started by collecting verbs that were especially useful in the workplace, accomplishing this by asking her students to describe their jobs. The verbs were categorized and listed on the board. As the students began to better understand the importance and usefulness of the verbs, they began to ask questions about when and where to use particular common verbs, such as the difference between "make" and "do." Whether at the beginning or intermediate level, it was found that students comprehended more quickly when certain functions were taught in separate lessons. Graphics such as timelines, charts, cluster maps, and also games effectively reinforced the forms and functions of verbs and helped to evaluate student comprehension. Overall, these lists of everyday, practical verbs and the graphics have proved valuable pedagogical supplements to the standard ESL curriculum. (Adjunct ERIC Clearinghouse for ESL Literacy Education) (KFT)

ED 444 393   FL 801 395

McLaurin, Patricia
Creative Chaos: What Happens When the Teacher's Not Looking. Practitioner Research Briefs, 1999-2000 Report Series.
SPONS. AGENCY- Virginia Association of Adult and Continuing

Prior to 1997, the higher costs were absorbed by all payers in the state. Subsequently, changes in federal and state legislation, deregulation of rates, and changes in Medicare, led to reduced reimbursement to hospitals, incentives to reduce the number of residents, and to shift funds from specialty to primary care programs. The study addressed two questions for the period January 1, 1995 to February 28, 1999: (1) whether the three teaching hospitals had adequately planned for the reductions in funding; and (2) whether they had reduced the number of residents in their GME programs and increased the percentage of residents who were in primary care programs. The study concluded that for a variety of reasons, SUNY had not planned for reduced funding, nor had it reduced the number of residents or shifted residents from specialty to primary care programs. Two appendixes list the major contributors to the report and the comments of SUNY officials. (RH)

ED 444 412 HE 033 005

World Directory of Medical Schools. Seventh Edition.
PUB DATE- 00
NOTE- 455p.
LANGUAGE- English
EDRS Price- MF01/PC19 Plus Postage.
PUB TYPE- Books (010),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Directories; Foreign Countries; Higher Education; *International Education; Licensing Examinations (Professions); *Medical Education; *Medical Schools; Tests
IDENTIFIERS- World Health Organization

This 7th edition of the World Directory of Medical Schools is a country-by-country listing of 1,642 institutions of basic medical education approved by the competent national authorities in 157 countries or areas; the information reflects academic year 1995-96. The directory also provides information on the conditions for obtaining the license to practice medicine in 14 countries that do not have medical schools. Entries are alphabetical by country and by individual medical schools. Country data includes total population, number of physicians per 100,000 population, number of medical schools, duration of basic medical degree course, degree awarded, and information about medical registration/license to practice. School entries include the year instruction started; the language of instruction; duration of the basic medical degree course, including practical training; entrance examination requirements; and whether foreign students are eligible for admission. This edition also includes information on national regulations governing medical registration and the license to practice and on the existence of bilateral or multilateral agreements relating to the mutual recognition of physicians' qualifications or experience. A database similar to the printed directory is being constructed based on two questionnaires. (RH)

ED 444 413 HE 033 006

SUNY College of Agriculture and Technology at Morrisville: Selected Financial Management Practices.
PUB DATE- 00
NOTE- 25p.; For a related document from the preparing institution, see HE 032 950.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Accountability; Administration; *Computer Security;

presents a hypothetical model of a technology subsystem, with faculty, support staff, student services, and libraries as the other subsystems. Central administration is shown as a subsystem to manage and control other systems. The interactions of these subsystems influence the outputs of the university by adding distance education, interactive video conferencing, and computer literate graduates to more traditional outputs. (Contains 19 references.) (CH)

ED 444 431 HE 033 168

Hativa, Nira
The Tension between Professors' and Students' Perceptions Regarding the Academic Environment.
PUB DATE- 00
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Academic Persistence; College Faculty; *Educational Environment; Foreign Countries; Higher Education; Law Schools; *Law Students; Legal Education (Professions); School Holding Power; *Student Alienation; Student Attitudes; Student Attrition; Student Behavior; Student Evaluation; Student Responsibility; *Teacher Attitudes; Teacher Responsibility; Teaching Methods; Undergraduate Students
IDENTIFIERS- *Israel

This study was initiated in response to perceived behavior problems of undergraduate law school students at a research university in Israel. It was found that increasing numbers of students stopped attending classes on a regular basis, were not reading assigned materials, avoided participating in discussions, studied only superficially for exams, and were reluctant to study theory, preferring to concentrate on practice. Interviews and questionnaires completed by a representative sample of faculty and students attempted to identify similarities and differences between professors' and students' thinking about and perceptions of goals in teaching, the responsibility for student learning, and problems in the teaching/learning/student assessment situation. The study identified major gaps between faculty and student perceptions concerning all aspects of the academic environment. A dividing issue is faculty emphasis on theory in teaching as opposed to students' wish for a more practical orientation. Views also diverge on who is responsible for students' failure to learn. While faculty perceive themselves as satisfactory teachers, students are highly critical of faculty's teaching, with students criticizing faculty's information-transmission approach to teaching despite students' preference for a more student-centered orientation. These findings are compared to similar observations made at a U.S. law school. Four data tables are appended. (Contains 53 references.) (CH)

ED 444 432 HE 033 169

Launier, Ray
Student Success from a S.A.S.S.I. Perspective: SBCC Fall 97 Survey Findings with the Self-Assessment for Success Screening Inventory.
PUB DATE- 97
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Test,

Time Has Come and Gone and Come Again?" (David T. Ellwood, Elisabeth D. Welty); "Financial Incentives for Increasing Work and Income among Low-Income Families" (Rebecca M. Blank, David E. Card, Philip K. Robins); "Child Care and Mothers' Employment Decisions" (Patricia M. Anderson, Phillip B. Levine); "Use of Means-Tested Transfer Programs by Immigrants, Their Children, and Their Children's Children" (Kristin F. Butcher, Luojia Hu); and "Time Limits" (Robert A. Moffitt, LaDonna A. Pavetti). All papers contain substantial bibliographies. (MN)

ED 443 953 CE 080 494

Keep, Ewart
Learning Organisations, Lifelong Learning and the Mystery of the Vanishing Employers.
PUB DATE- 00
NOTE- 21p.; Colloquium paper, June-October 2000.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Education; Corporate Education; *Education Work Relationship; Educational Needs; Educational Opportunities; Educational Policy; Employment Level; *Employment Practices; Foreign Countries; Industrial Training; *Lifelong Learning; Literature Reviews; Older Adults; Part Time Employment; Postsecondary Education; *Public Policy; *School Business Relationship; Semiskilled Occupations; Small Businesses; Trend Analysis; Unskilled Occupations
IDENTIFIERS- *Learning Organizations; *United Kingdom

The learning organization has been promoted as providing a viable blueprint for an integrated approach to training and development. According to the literature on employer provision of lifelong learning opportunities in the United Kingdom (U.K.), relatively few U.K. work organizations have or are about to become learning organizations. Opportunities to participate in employer-provided lifelong learning activities are especially limited for the following groups: workers in lower-status occupations; workers on "atypical contracts" (workers with flexible schedules and part-time employees); employees of small and medium enterprises; older workers; and workers with relatively low skills and qualifications. Research shows that many U.K. employers perceive clear disadvantages in training workers in lower occupational groups above and beyond the immediate task. Neither have U.K. employers generally embraced individual learning accounts, to which the government hopes employers will be willing to contribute. Among the reasons underlying this lack of employer support for lifelong learning are firms' product market strategies, the persistence of routinized forms of work organization and job design, and pressure for maximization of short-term profits. A new policy approach to lifelong learning is needed that addresses these reasons and considers the often-limited demand for higher levels of skill in the workplace. (Contains 43 references.) (MN)

ED 443 954 CE 080 496

CEDEFOP Annual Report, 1999.
PUB DATE- 00
NOTE- 76p.; Approved at the March 23-24, 2000 meeting of the Management Board.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

Relationship; *Transformative Learning; *Visual Literacy
IDENTIFIERS- *Media Literacy

The media constitute important sources and resources for development of critical thought about the media themselves and the reality they represent. The first theories of the media were based on the concept of unidirectional communication. Later, factors such as the increasing interest in audiences and development of cultural studies caused media-audience interaction to be viewed as a two-way process. Through media literacy, educators can foster critical understanding that the media are not self-explanatory reflections of external reality but rather symbolic systems that must be read actively. The media's relation to transformative learning stems from the fact that they require audiences to perform a series of decoding exercises and from the fact that their message, words, and images, which represent different realities, encourage critical reflection and active learning. The mediated messages conveyed by the media become important resources both to question an external representation of reality and the audience's internal assumptions about the given representation. Nevertheless, because the media also represent a great handicap for learners who lack the possibility of interaction with the producer of the message, adult educators teaching media literacy must complement decoding exercises with media literacy activities within the formal educational setting. (Contains 20 references.) (MN)

ED 443 972 CE 080 522

Tyree, Jimmy L.
AIDS in the Workplace: A Training for Managers and Supervisors.
District of Oregon.
PUB DATE- 00
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Adult Education; Confidential Records; Confidentiality; Courts; Disease Control; *Employer Employee Relationship; *Employment Practices; *Equal Opportunities (Jobs); *Federal Legislation; Institutes (Training Programs); *Labor Legislation; Seminars; Supervisory Training
IDENTIFIERS- *Oregon

This document provides a summary of "AIDS in the Workplace for Court Managers," a 3-hour seminar that was presented to the District of Oregon. The document begins with a summary of the seminar goals and objectives, which included the following: reduce fears and anxieties about HIV/AIDS in the workplace; provide information about the fundamentals of HIV/AIDS; explore the legal and ethical aspects of HIV/AIDS and provide a forum for discussion; discuss the issue of confidentiality regarding employees' HIV status; identify actions that could constitute discrimination based on the Americans with Disabilities Act; and identify state and federal laws regarding HIV/AIDS. Presented next are questions summarizing the seminar's content regarding basic medical facts and work-related issues. Concluding the document are reproductions of the 55 Power Point slides presented during the seminar. Among the topics covered in the individual slides are the following: interpersonal barriers in the workplace; strategies for overcoming barriers;

social exclusion based on being inclusive about difference; and the impact of educational and other institutions (such as the family) on the evolution of individual subjectivities and identities. Interwoven throughout Chapters 1-9 are the personal narratives of 30 community learners from diverse backgrounds who explain how their respective education systems and social expectations "pigeon-holed" them and their learning throughout their lives. The case for challenging current practices in university continuing education is reviewed in Chapter 10. Chapter 11 offers some examples for change that maintain the existing spirit of higher education but within a different value system. (Contains 233 references.) (MN)

ED 443 990 CE 080 556

Flude, Mike, Ed.; Sieminski, Sandy, Ed.
Education, Training and the Future of Work II: Developments in Vocational Education and Training.
PUB DATE- 99
NOTE- 268p.; For companion volume, see CE 080 274.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Advisory Committees; Case Studies; Competence; Competency Based Education; Curriculum; *Education Work Relationship; Educational Certificates; Educational Change; Educational Needs; Educational Objectives; Educational Policy; Educational Principles; Educational Quality; Educational Research; *Educational Trends; Evaluation Criteria; Evaluation Methods; Foreign Countries; Futures (of Society); *Government School Relationship; Industrial Training; *Job Training; Labor Market; Outcomes of Education; Pilot Projects; Policy Formation; Politics of Education; Postsecondary Education; *Public Policy; School Business Relationship; Secondary Education; Student Evaluation; Test Validity; Testing; Theory General National Vocational Qualif (England); National Vocational Qualifications (England); *United Kingdom.
IDENTIFIERS- General National Vocational Qualif (England); National Vocational Qualifications (England); *United Kingdom

This book contains 13 papers on developments in vocational education and training in Great Britain and the future of work. The following papers are included: "Introduction" (Geoff Esland, Mike Flude, Sandy Sieminski); "The Roles of the State and the Social Partners in Vocational Education and Training Systems" (Andy Green); "Education Training and Economic Performance in Comparative Perspective" (David Finegold); "Vocationalism and Educational Change" (Rob Moore, Mike Hickox); "Industrial Training or New Vocationalism? Structures and Discourses" (Stephen Ball); "Contextualizing Public Policy in Vocational Education and Training: The Origins of Competence-Based Vocational Qualifications Policy in the UK" (Steve Williams, Peter Raggatt); "The Competence and Outcomes Movement: The Landscape of Research" (Inge Bates); "Reality Testing in the Workplace: Are NVQs National Employment Qualifications 'Employment-Led'?" (John Field); "A Critique of NVQs and GNVQs General National Vocational Qualifications " (Alan Smithers); "Ideology and Curriculum Policy: GNVQ and Mass Postcompulsory Education in England and Wales" (Denis Gleeson, Phil Hodkinson); "The Implementation of GNVQs in Further Education: A Case Study" (Margaret Bird, Geoff Esland, Jane Greenberg, Sandy Sieminski, Karen Yarrow); "The Politics of Training in Britain: Contradictions in the TEC Training and Enterprise Council Initiative" (Jamie Peck); "Markets, Outcomes and the Quality of Vocational Education and Training:

LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Education; Behavioral Objectives; Career Development; *Career Education; Career Planning; Communication Skills; Competence; *Competency Based Education; Core Curriculum; Critical Thinking; Education Work Relationship; Employment Qualifications; *Engineering Technicians; Evaluation Criteria; Integrated Curriculum; Job Skills; Learning Activities; *Manufacturing Industry; Money Management; Occupational Clusters; Partnerships in Education; Performance Factors; Problem Solving; Relevance (Education); School Business Relationship; Secondary Education; Skill Development; Skilled Occupations; *Statewide Planning; Student Evaluation; Systems Approach; Teaching Guides; Technical Education; Te Contextualized Instruction; *Ohio; Work Keys (ACT)
IDENTIFIERS- Contextualized Instruction; *Ohio; Work Keys (ACT)

Designed for Ohio educators responsible for planning programs to prepare high school students for careers in the manufacturing industry, this document presents an overview of Ohio's Integrated Technical and Academic Competencies (ITAC) system of career-focused education and specific information about the manufacturing subcluster of the industrial and engineering systems ITAC career cluster. The first half of the document, which introduces the ITAC system's underlying principles and elements, contains the following items: (1) descriptions of the three types of integrated competencies (core, career cluster, and specialization) forming the ITAC model; (2) guidelines for using ITAC; (3) an explanation of the components of the 51 core ITAC; and (4) a table detailing the academic connections in the core ITAC. The second half of the document, which focuses on the manufacturing subcluster ITAC, is divided into six sections that each focus on one of the following strands deemed essential for all careers: solving problems and thinking skillfully; communicating effectively; applying technology; working responsibly; planning and managing a career; and managing resources. Each section contains the following items: expectation; competencies; sample scenario; sample guiding questions; connections to core ITAC competencies; connections to academic models; and connections to Ohio's proficiency tests and ACT Work Keys. (MN)

ED 444 007 CE 080 576

Industrial & Engineering Systems Career Cluster ITAC for Career-Focused Education: Construction Sub-Cluster. Integrated Technical & Academic Competencies.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Career-Technical and Adult Education.
PUB DATE- 99
NOTE- 92p.; For other ITAC documents, see CE 080 570-577.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Education; Behavioral Objectives; *Building Trades; Career Development; *Career Education; Career Planning; Communication Skills; Competence; *Competency Based Education; *Construction Industry; Construction (Process); Core

through reflection on authentic problems; and students become lifelong active learners through searching for connections, being persistent, and striving for accuracy. Despite their tremendous value, school-to-career, arts education, and service learning must often struggle against marginalization. Educators can use the following to combat this threat of marginalization: (1) gather and disseminate evidence of effectiveness; (2) emphasize the value of the core principles and key practices; (3) work as colleagues across fields of practice; (4) expand scope beyond schools and bring the discussion to a variety of forums; and (5) examine and speak to public perceptions and priorities. (MN)

ED 444 023   CE 080 605

Fleegler, Robert
School-to-Work Partnerships and Youth Councils. School-to-Work Intermediary Project. Issue Brief.
PUB DATE- 99
NOTE- 8p.; Project is also supported by: AFL-CIO Working for America Institute; Bay Area School-to-Career Action Network; Boston Private Industry Council; Center for Workforce Preparation, U.S. Chamber of Commerce; Corporation for Business, Work, and Learning; National Alliance for Business.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agency Role; *Career Education; Case Studies; Cooperative Planning; Coordination; *Education Work Relationship; Educational Administration; Educational Legislation; Educational Strategies; Elementary Secondary Education; Federal Legislation; Government School Relationship; Organizational Development; *Partnerships in Education; Postsecondary Education; Program Development; *Program Implementation; Public Policy; Resource Allocation; School Districts; *Strategic Planning; Youth Employment; Youth Programs
IDENTIFIERS- California (San Diego); New Mexico (Albuquerque); Pennsylvania (Philadelphia); *Workforce Investment Act 1998; *Youth Councils

As a result of the Workforce Investment Act (WIA) of 1998, new local institutions--youth councils--will assume responsibility for coordinating school-to-work with other youth programming and other labor force development planning and policies. They will also have responsibility for allocating resources for each labor market region. The National Youth Employment Coalition has recommended that individuals interested in influencing local WIA youth program implementation take the following steps: (1) encourage local elected officials to appoint individuals well-versed in youth employment/youth development to the local workforce investment board; (2) encourage a full range of key stakeholders to participate on the youth council, including K-12 and postsecondary education entities; (3) build broad-based local coalitions from the bottom up; and (4) encourage development of youth councils that embrace a mission that includes youth employment/youth development system building rather than just the dispensing of WIA formula funds. The Philadelphia and San Diego youth councils and the Middle Rio Grande Business and Education Collaborative, which serves as the local workforce investment board and youth council of a four-county region in and around Albuquerque, New Mexico, illustrate the potential of youth councils to foster more coherent local youth policy and planning efforts. (MN) spirituality influences interactions with others; spirituality increases awareness of self; and prayer is a useful tool when making career decisions. Implications of these findings for career development research are identified, including how best to integrate prayer into the career planning and decision making process. Career development specialists must borrow insights from multiculturalism and learn to accept more than one relational view of career choice. Career development specialists and researchers who are not trained sufficiently about the convergence of spirituality and career development run the risk of ignoring a significant support system for their clients. Graduate training programs are encouraged to ensure that this multicultural element of spirituality is valued, respected, and nurtured so that future career professionals are prepared to address spirituality responsibly and ethically. (MKA)

ED 444 041 CG 029 513

Money, John
The Great Sexologists: John Money on Sin, Science, and the Sex Police.
PUB DATE- 99
NOTE- 22p.; Paper presented at the Annual Convention of the American Psychological Association (107th, Boston, MA, August 20-24, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Child Abuse; Counseling Theories; Counselor Training; Health Maintenance Organizations; *History; Sexual Abuse; *Sexuality
IDENTIFIERS- Masturbation; Satanism

This paper discusses the role of sex police in society from the 14th century to the present and their affect on sex education in the schools. Jean Gerson, Chancellor of the University of Paris and Dean of the Cathedral School of Notre Dame, was one of the first to publish information concerning nocturnal wet dreams and boyhood masturbation. His publications as well as the semen depletion theory were the origins of the sex police. Gerson urged parents and teachers to argue against masturbation and to warn adolescent boys of the dangers of perpetual damnation. During the 18th century, the policing of masturbation became medicalized. According to Simon Andre Tissot, masturbation was the counterpart of the social vice of promiscuity and prostitution, which he surmised to be a source of social disease. This implication of masturbation as a source of illness set up a veritable industry of sex policing, which reached its apex in the late Victorian era and extended well into the 20th century. Defeated on the masturbation front, sex police contrived to uphold, and still do, that sexual intercourse should be for procreative purposes only. They crusade against sex education and the availability of contraception for young teenagers. After nearly a century of neglect, sex policing was rediscovered through the battered child syndrome. Many court cases took place and books were published in which children and adults remembered being abused by their parents. The new vogue in sexual victimology marked the transition from the sexual revolution of the 1960s and the 1970s to the sexual counterrevolution of the 1980s and 1990s. Seduction theory offers an alternative to classic psychoanalytic theory and to behavior modification theory and

Chinese economy. Some key issues for the future include how to upgrade the educational level of the workforce; the promotion of tourism; and the government's plan to invest in the infrastructure. The government as well as secondary and tertiary education institutions are currently acting to address these issues. (JDM)

ED 444 060   CG 030 155

Plant, Peter
Career Development in Denmark.
PUB DATE- 00
NOTE- 22p.; In: Making Waves: Career Development and Public Policy. International Symposium 1999 Papers, Proceedings, and Strategies (Ottawa, Ontario, Canada, May 2-4, 1999); see CG 030 145.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Vocational Education; *Career Development; Counselor Training; Foreign Countries; Global Approach; Government (Administrative Body); Labor Force Development; *Public Policy; *Social Change
IDENTIFIERS- *Denmark

Decentralization is the main feature of Danish governmental structures and the education and training system. The National Council on Educational and Vocational Guidance coordinates the career development field. Local and regional career development committees are organized under this judicial umbrella. Career education takes place as early as Grade 1 and continues throughout adulthood. The structures of the Danish adult education and training system are highly flexible and provide numerous options. Career development services are mostly publicly funded. Professionalization is one of the main current policy issues. To date, no attempt has been made to establish a professional accreditation process. There also is a need for better linkages among the numerous diverse services available. Key issues for the future, for both industry and educational settings, will be individual action planning; the economic outcomes of career development; and ecology of growth with the trends toward globalization. Three action steps must be considered for career counseling. First, the goal towards professionalism states that individual choices need to be facilitated by creative career development. Second, changes toward self-employment and how this affects counseling interventions need to be examined. Third, the shift in diversity in the population and how career counseling can respond should also be considered. (Contains 46 references.) (JDM)

ED 444 061   CG 030 156

Kurhila, Asta; Onnismaa, Jussi
Career Development in Finland.
PUB DATE- 00
NOTE- 21p.; In: Making Waves: Career Development and Public Policy. International Symposium 1999 Papers, Proceedings, and Strategies (Ottawa, Ontario, Canada, May 2-4, 1999); see CG 030 145.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

estimated lower grades than men did when the feedback was negative. Thus, females reacted in a more polarized fashion to the performance feedback, indicating that they were somewhat more affected by the evaluative feedback than males. However, this effect was not found for the computer program. (Contains 39 references.) (MKA)

ED 444 080 CG 030 230

Torem, Chris
Crisis Intervention & Non-Violent Restraint: What's Your Action-Step?
PUB DATE- 00
NOTE- 17p.; Paper presented at Annual Conference of the National Association of School Psychologists (New Orleans, LA, March 28-April 1, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Crisis Intervention; Elementary Secondary Education; *Ethics; *Federal Legislation; *State Legislation; Suicide; Training; Workshops
IDENTIFIERS- *Physical Restraints; *Rhode Island; Self Defense

This article is a written version of a workshop on crisis intervention and non-violent restraint. It is geared towards staff responding to crisis calls, and the supervision of crisis intervention in public schools. Reaction to death threats, bomb scares, and weapons are discussed. The NOVA and HEAT principles are briefly integrated into this subject matter. This document examines updated federal and Rhode Island laws and legal bills, the IDEA regulations, the logistics of time-out and time-out rooms, deceleration techniques/non-physical crisis interventions, physical escorts, and proper humane physical restraint. The legal position of several Rhode Island lawyers and the State Department of Educational Advocates were integrated into the program. Additional "real life" examples are included. When training individuals, demonstration and ongoing practice are both imperative portions of this type of staff training. (Contains 16 references.) (MKA)

ED 444 081 CG 030 231

Berg, Stephen R.; Berg, Kathleen F.
Relative Risk of Violence among Department of Defense Connected Students in Hawai'i Schools: Report with Appendixes.
SPONS. AGENCY- Office of Elementary and Secondary Education (ED), Washington, DC. Safe and Drug Free Schools Program.
PUB DATE- 00
NOTE- 381p.; For a copy of this report without appendixes, see CG 030 232. "With support from the George Washington University Hamilton Fish National Institute on School and Community Violence, GWU project number AE16200."
LANGUAGE- English
EDRS Price- MF01/PC16 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Behavior Problems; Elementary Secondary Education; *Military Personnel; *Predictor Variables; Tables (Data); *Violence
IDENTIFIERS- *Department of Defense; *Hawaii

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Counselor Training; Elementary Secondary Education; *Family School Relationship; Graduate Students; Integrated Services; Intervention; Prevention; Program Development; *School Community Relationship; School Counselors; Social Services; *Truancy
IDENTIFIERS- *Kansas

This paper describes a program designed to help court-ordered, truant, status-offenders in a small Kansas community. The Truancy Diversion Program involves systems-oriented family interventions in the context of a broader community systems approach to deal with truancy. In this model, families join with the educational system, the mental health care system, and the social services system in the treatment of truant behaviors among high school students. The paper describes the role of the school counselor prior to, during, and after court intervention. The program has been established for over fourteen years and has over 338 participants. Eighty-six percent of the families who have participated in the program have students who have remained in school. Follow-up surveys have indicated satisfaction with the program and continued positive effects within the families. School administrators have begun reporting truancy earlier, which expedites referral to the program. An additional positive outcome noted is the provision for supervised training by advanced-level graduate students, including those in school counseling who gain valuable experience in truancy intervention. Appendix A is "Truancy Diversionary Counseling Program"; Appendix B is "Truancy Diversionary Counseling Contract." (Contains 21 references.) (JDM)

ED 444 103 CG 030 302

Macklem, Gayle L.; Kalinsky, Rachel
School Consultation: Providing both Prevention and Intervention Services to Children and School Staff.
PUB DATE- 00
NOTE- 26p.; Paper presented at the Annual Meeting of the National Association of School Psychologists (32nd, New Orleans, LA, March 28-April 1, 2000). "Support for the project was provided by the Massachusetts School Psychologists Association, New Jersey Association of School Psychologists, Division 16 of the American Psychological Association Soft Arc, Inc., Northeastern University, and Massey University."
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Consultants; *Counseling Effectiveness; Counseling Techniques; *Counselor Role; Counselor Training; Elementary Secondary Education; Helping Relationship; Internet; *School Psychologists; School Psychology

Consultation is increasingly becoming one of the most important role responsibilities of the school psychologists, and can be distinguished by several types of services: collaborative consultation, mental health consultation, organizational consultation, behavioral consultation, and peer consultation. The efficacy of consultation services is becoming clearer as well as the concern about the adequacy of professional training. This paper explains how consultation may become an references, and 11 tables and 9 figures of data.) (Author/RS)

ED 444 124   CS 014 068

Ediger, Marlow
Evaluation of Round Robin Approaches in Teaching Reading.
PUB DATE- 00
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Classroom Techniques; *Evaluation Criteria; Instructional Effectiveness; Phonics; Primary Education; *Reading Instruction; *Reading Strategies
IDENTIFIERS- Big Books; Individualized Reading Program; *Round Robin Reading

One approach in the teaching of reading that is criticized a lot is the round robin procedure in which the teacher, generally in a heterogeneously grouped classroom, forms three reading subgroups for instruction purposes. Each of the groups is as homogenous as possible. The teacher teaches one subgroup, while the other two are profitably engaged in related learning activities. Each subgroup takes its turn in sequence. A basal textbook is used, and each subgroup reads a short section silently and is then quizzed about content. Round robin reading had its day of emphasis in reading literature, but today it is considered outdated. It is still popular in some schools because it provides the teacher an opportunity to notice the quality of oral reading students and it is an orderly way of teaching small groups. However, it becomes too routine if used excessively as a teaching activity, and it separates students into specific groups rather than keeping them together in reading achievement. Other effective approaches for reading are the "Big Book" approach, the individualized approach, and a contract system which emphasizes a psychological approach in reading instruction. There needs to be a balance between reading for meaning and word recognition techniques, such as phonics. Phonics should be taught as needed to individual or small groups of students. (NKA)

ED 444 125   CS 014 069

Lankshear, Colin
Frameworks and Workframes: Literacy Policies and New Orders.
PUB DATE- 98
NOTE- 27p.; Invited Keynote Address given at the Australian College of Education.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Objectives; *Educational Policy; Educational Practices; Elementary Secondary Education; Foreign Countries; *Literacy; Models; National Programs
IDENTIFIERS- *Australia; Literacy as a Social Process

This paper sketches an interpretive and evaluative framework for examining literacy policy agendas. The paper consists of four sections. Its first section presents a brief overview of some key elements in the current National Literacy Plan for Australia. Its second section advances a broad goal for literacy education which is consistent with current national policy goals as formally stated, and which is hoped would be

The "Pathways to Literacy" program was designed by teachers for teachers as a professional development activity to integrate standards with a reading and writing curriculum. It is intended as a how-to guide to help teachers learn to do a better job of implementing standards in their classrooms, or for related purposes such as improving writing instruction or encouraging teacher collaboration. It was developed as teachers in Colorado, from kindergarten through twelfth grade, met monthly to develop a common understanding of standards, examine critically student work, and share effective classroom practices. The booklet gives an overview of how the initial groups framed their work, some advice on how others can proceed, and resources to help begin a "Pathways to Literacy" program in one's own school. The booklet is in 9 sections: (1) Introduction; (2) Purposes; (3) What Do Teachers in a Pathways Program Do? (4) How Does Pathways to Literacy Work? (5) An Overview of the Initial Groups (including Broad Goals, Major Activities and Accomplishments, and Lessons Learned); (6) Some Tips (including Starting Out, Early On, and Midway); (7) Some Protocols You May Be Able To Use (including descriptions of the Tuning Protocol--a structured way of critically examining teacher work; and the Collaborative Assessment Conference--which studies student work to determine a student's strengths and weaknesses and the implications of those findings for instruction); (8) Vignettes (some topics or activities that generated lots of discussion); and (9) Resources (listing 5 Web sites). (SR)

ED 444 144   CS 014 092

Released Passages, Items, and Prompts: Grade 4 Reading and Writing Comprehension, 2000. Colorado Student Assessment Program.
PUB DATE- 00
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Grade 4; Intermediate Grades; *Reading Comprehension; *Reading Tests; Test Items; *Writing Evaluation; *Writing Tests
IDENTIFIERS- *Colorado

This document contains samples and explanations from Colorado's state reading and writing comprehension test for Grade 4, hereby released to the public (parents, teachers, and any other interested parties). It presents one reading comprehension item, the scoring guide for that item, and 6 different student responses, with the scores they received. It also presents a writing comprehension test item with 8 parts, the scoring guide for that item, and 17 different student responses, including their scores. Finally, it presents one essay item and responses from 5 different students, with their scores. (SR)

ED 444 145   CS 014 093

Released Passages, Items, and Prompts: Grade 7 Reading and Writing Comprehension, 2000. Colorado Student Assessment Program.
PUB DATE- 00
NOTE- 27p.
LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Art Education; *Curriculum Development; Elementary Secondary Education; Foreign Countries; Language Arts; *Literacy; *National Standards; Semiotics
IDENTIFIERS- *New Zealand

The New Zealand Curriculum Framework identifies seven Essential Learning Areas, namely, Languages, Mathematics, Science, Social Science, Technology, Health and Physical Education, and the Arts. These have been in the process of development since 1993, with the Arts section written in draft form in 1998 and released for consultation in 1999. Being positioned last in curriculum development implies that the Arts are at the bottom of a preferred hierarchy of knowledge promoted by the state. This has been further reinforced by the increased drive to promote literacy, numeracy, and information technology in schooling. The "knowledge economy" catch-cry in New Zealand totally ignores the notion of a "creative knowledge." In an effort to increase the perceived value of the arts, the writers of the draft "Arts Curriculum" embraced the concept of multiple literacies, which seeks to broaden the understanding of literacy in teaching and learning and to acknowledge a multiplicity of discourses within the school curriculum. Literacy should imply a mode of meaning other than the purely linguistic, it needs to incorporate visual, aural, gestural, spatial, and multimodal meanings (The New London Group, 1996). Literacies in the arts are developed as students learn in, through, and about different arts forms within the arts disciplines and use its languages to communicate and interpret meaning. This paper details the development of "The Arts in the New Zealand Curriculum" and the acknowledgment within the curriculum of the notion of literacy in the arts. It takes the view that the concept of multiliteracies might be a direction for the arts to take in order to counter the pro-literacy canon embraced by the state. The paper discusses the potential of such a concept in preventing further marginalization of the arts in New Zealand schools. (Contains 22 references.) (Author/RS)

ED 444 166 CS 217 216

Biffignani, Susan Marie
"I'm Bored, I Don't Have Anything To Write About!" A Study of the Writing Process in One Sixth Grade Classroom.
PUB DATE- 95
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Action Research; Grade 6; Intermediate Grades; *Process Approach (Writing); Student Responsibility; *Writing Evaluation; *Writing Instruction; *Writing Processes; Writing Research; *Writing Skills; Writing Workshops
IDENTIFIERS- Writing Habits

A study examined the effect of a structured writing process on student comprehension during a year-long classroom writing workshop. Subjects included 10 sixth-grade students of average reading and writing comprehension who completed an initial writing survey as well as quarterly writing behavior self assessments and writing evaluation conference sheets. Results indicated that students: (1) showed growth in writing during

35 references and a table identifying features of epistemological stances.) (RS)

ED 444 185 CS 217 242

Geimer, Mandy; Getz, Jennifer; Pochert, Terry; Pullam, Karen
Improving Student Achievement in Language Arts through Implementation of Multiple Intelligences Strategies.
PUB DATE- 00
NOTE- 128p.; Master of Arts Action Research Project, Saint Xavier University and SkyLight Professional Development.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; Action Research; Elementary Education; *Grammar; *Instructional Effectiveness; *Language Arts; *Multiple Intelligences; *Reading Comprehension; *Spelling Instruction
IDENTIFIERS- Illinois (Chicago Suburbs)

Student achievement has been low in language arts in Suburban Chicago, Illinois school districts. This action research project was designed to determine the effect of incorporating multiple intelligence strategies into the language arts curriculum. The targeted students were in the second, third, and fifth grades, in a western suburb of Chicago, Illinois. The documentation to prove low achievement included chapter/unit tests and quiz scores, teacher observation of low time on task, limited work completion, state standardized test scores, and other teacher assessments. Upon analyzing the probable causes, it was discovered that reading was the lowest academic area tested on the Illinois Goal Assessment Program (IGAP). Further concern was indicated through teacher observation of student performance. Other factors that impact low student achievement are mobility, lack of teacher training and support in implementing existing curriculum, and teachers not addressing students' various learning styles. After reviewing possible interventions from current literature works, Howard Gardner's theory of multiple intelligences repeatedly appeared as a suggested solution. The selected intervention led to a comparison between traditional methods of teaching and multiple intelligence strategies. Post intervention data indicated a general trend toward an increase in achievement through the use of multiple intelligences strategies. A major increase was seen in students with Individual Education Programs (IEPs) and lower achieving students. An improvement was also noted in homework completion, quality of homework, student time on task, and student enjoyment of activities. (Contains 25 references, and 10 tables and 4 figures of data. Appendixes contain grammar, reading comprehension, and spelling lesson plans for each grade level and in traditional and multiple intelligence format , the student survey instrument, student assessments, quizzes, and comments from the student survey.) (Author/RS)

ED 444 186 CS 217 244

DeFoe, Marguerite Corbitt
Using Directed Writing Strategies To Teach Students Writing Skills in Middle Grades Language Arts.
PUB DATE- 00
NOTE- 89p.; Ed.D. Practicum II Report, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.

Mid-Career Interning: Faculty Going from Classroom to Newsroom. A Pilot Study.
PUB DATE- 00
NOTE- 20p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (83rd, Phoenix, AZ, August 9-12, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Faculty; Higher Education; *Internship Programs; *Journalism Education; Journalism Research; *News Media; Pilot Projects
IDENTIFIERS- North Carolina; *Television News

Every year, thousands of college students head to television newsrooms to work as interns to learn from the professionals. Back on campus, they sit in classes and listen to professors who, many times, have not been in a television newsroom themselves for years and years. This research looks at faculty internships. In this pilot-study, the television news directors in North Carolina were surveyed to learn if they would welcome such interns into their newsroom, what they would allow them to do, how they see the college or university faculty intern as both a challenge and a risk. Results indicated that news directors would welcome the wisdom and contributions of mid-career interns. Included in this research are lessons learned from a small sample of faculty who have devoted part of their summer breaks working back in the field. Contains 15 references and 4 unnumbered tables of data. (RS)

ED 444 208   CS 510 391

Ko, Hanjun
Internet Uses and Gratifications: Understanding Motivations for Using the Internet.
PUB DATE- 00
NOTE- 35p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (83rd, Phoenix, AZ, August 9-12, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Mediated Communication; Factor Analysis; Higher Education; *Mass Media Use; Motivation; *Student Attitudes; *World Wide Web
IDENTIFIERS- Uses and Gratifications Research

In this study, the uses and gratifications theory was applied to investigate the Internet users' motivations and their relationship with attitudes toward the Internet as well as types of Web site visited by users. Subjects were 185 college students who completed a self-report questionnaire. Four motivations and five types of Web sites were discovered via factor analysis. Differences among heavy, medium, and light users of the Internet were also analyzed in terms of their motivations, types of Web sites frequently visited, and attitudes toward the Internet. Study results suggest that users' motives are significant predictors of positive attitudes toward the Internet, and there exist associations between certain motivational factors and types of Web sites. (Contains 45 references and 5 tables of data.) (Author/RS)

ED 444 209   CS 510 392

This paper analyzes whether certain events in society influence educational choice, in particular, the choice to home school children. Using an epidemiological approach, the article analyzes the perceptions of home-school leaders and others involved in the movement, focusing on the substantive influence of events on the home-schooling movement. It discusses how well-publicized incidents of violence in schools and the poor academic performance of public schools serve to push students away from the public school system. It asks whether these repellant characteristics necessarily translate into an increase in the number of those who are home schooled. It then presents stories and circumstances that have portrayed home schooling in a positive light and asks if such exposure also leads to an increase in the number of home-schooled children. The text cites various stories that reflect an increase in the number of home-schooled students following tragic events in schools, particularly the Columbine High School shooting in Colorado, and how concerns over safety prompt parents to opt for home schooling. The paper concludes that the positive pull of home schooling, combined with the negative push of public schools, has increased the number of those who are home schooled. (Contains 30 references.) (RJM)

ED 444 229 EA 030 545

Hasslen, Robin; Bacharach, Nancy; Bechtold, Kirsten; Truex, Sharon
Collaboration: A Tale of Two Sites.
PUB DATE- 00
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, Louisiana, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cooperative Programs; Educational Cooperation; Elementary Education; Laboratory Schools; *Partnerships in Education; *Program Evaluation; Resistance to Change; School Organization; Teacher Attitudes
IDENTIFIERS- Saint Cloud State University MN

This paper offers reflections on the collaborative development of a school/university partnership so as to provide insights into the inherent challenges and successes of such work. It focuses on The Learning Connections Lab (LCL), which began in 1997. The LCL was a partnership between St. Cloud State University and two elementary school sites. To measure the effects of the collaboration, a qualitative case-study methodology was used. Data were collected from semistructured interviews, teacher journals, and surveys. Results show that, overall, the elementary school teachers and university faculty were positive about the collaborative nature of the LCL. They appreciated the opportunity to get to know colleagues and felt that collaboration aided their thinking. Teachers also felt more empowered throughout the collaboration process. However, the collaboration continued at just one of the sites. Whereas the successful site saw a strengthening of prior relationships with the university, the failed site featured strong personalities, inadequate personal boundaries, inflexible attitudes, unclear roles, a lack of trust, and a lack of respect. Findings underscore the importance of basing collaborations on honest, trusting relationships, and it is recommended that future collaborations begin with partners taking time to build relationships, establish a shared vision, and define their

Invited Symposium for Lightspan Reform Model Users (San Diego, California, October 21, 1999).
PUB DATE- 99
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Academic Achievement; *Educational Change; *Educational Strategies; Elementary Secondary Education; *Evaluation Criteria; *Parent Participation; Professional Development; Public Schools; Technical Education
IDENTIFIERS- *Comprehensive School Reform Demonstration Program

These proceedings, from a Comprehensive School Reform Demonstration Program (CSRD) Invited Symposium for Lightspan Reform Model users highlight group participants' experiences in implementing a comprehensive school reform process using the Lightspan "Achieve Now" education program. They shared in various ways how this skill-and-content model engages an entire school community in reflection, renewal, and reform. Schools from five states were represented: Georgia, Kansas, Mississippi, Wisconsin, and Virginia. This article includes highlights from the invited symposium, and illustrates how some schools are meeting the challenge of comprehensive school reform. The article discusses nine components required by the Comprehensive School Reform Demonstration Program: (1) innovative, replicable, research-based strategies; (2) comprehensive design with aligned components; (3) professional development; (4) measurable goals and benchmarks; (5) support within the school; (6) parental and community involvement; (7) external technical support and assistance; (8) evaluation strategies; and (9) coordination of resources. An appendix names symposium participants. (DFR)

ED 444 249   EA 030 568

Johnson, Addie M.
Sustainability Predictions for Charter Schools in the New Millennium: A Pennsylvania Focus.
PUB DATE- 00
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, Louisiana, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Accountability; Business; *Charter Schools; *Educational Change; *Educational Vouchers; Elementary Secondary Education; *Financial Support; Privatization; Public Schools; *State Aid; State Legislation; State Regulation
IDENTIFIERS- *Pennsylvania

The public view of charter schools and their proposed mission will have a major impact on how well this school reform effort will be sustained. Support for charter schools in Pennsylvania has grown to such an extent that it may prevent demand for voucher systems. Parents dissatisfied with public schools elected to transfer their children to charter schools hoping that smaller settings, more caring staff, and individualized instruction would improve student achievement and ensure future economic stability. Other parents saw charter schools helping students in special education, English as a second language, and at-risk populations. Another reason for abandoning regular public schools is violence in schools; these parents are

ED 444 270 EA 030 706

Kaufman, Phillip; Chen, Xianglei; Choy, Susan P.; Ruddy, Sally A.; Miller, Amanda K.; Fleury, Jill K.; Chandler, Kathryn A.; Rand, Michael R.; Klaus, Patsy; Planty, Michael
Indicators of School Crime Safety, 2000.
PUB DATE- 00
NOTE- 281p.; For the 1999 report, see ED 436 835.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Crime; Data Analysis; *Data Interpretation; Delinquency; Educational Research; Elementary Secondary Education; Government Publications; Juvenile Gangs; Research; *School Safety; *Security (Psychology); Tables (Data); *Victims of Crime; *Violence; Weapons
IDENTIFIERS- *Indicators; National Center for Education Statistics

Providing the latest data, this report on school safety presents a mixed picture: while overall crime has declined, violence, gangs, and drugs remain at some schools. Victimization at school declined from 1995-99, though rates for fighting and weapon threats remain steady. Students seem more secure, and gang activity decreased; however, in grades 9-12, the number of students offered drugs on school property is up 24 percent since 1993. This report uses independent data from a wide number of sources regarding fatal and nonfatal victimization, safety perceptions, gangs, and hate-related language. Combining homicides and suicides, schools reported 60 deaths from July 1, 1997, to June 30, 1998. Students are more likely victimized by such crimes as rape, sexual or aggravated assault, and robbery away from school. At least one violent crime was reported in 1996-97 by principals at 10 percent of public schools, and 47 percent experienced a less serious violent crime. From 1994-98, teachers were crime victims at a rate of 83 incidents per 1,000 teachers. The percentage of students fearing attack at school declined from 9 to 5 percent. Data from students indicate declining weapon possession and gang activity, steady alcohol use, and rising marijuana use; about 13 percent of students are victims of hate speech. Includes 88 pages of data tables, 2 appendices, and a glossary of terms. (TEJ)

ED 444 271 EC 307 843

Lindamood, Patricia; Lindamood, Phyllis
The Lindamood Phoneme Sequencing Program for Reading, Spelling, and Speech: The LiPS Program. Third Edition. Multimedia Kit .
PUB DATE- 98
NOTE- 456p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Beginning Reading; *Decoding (Reading); Elementary Education; *Learning Disabilities; *Manipulative Materials; *Phoneme Grapheme Correspondence; Phonetic Analysis; Phonics; Preschool Education; *Reading Instruction; Reading Strategies; Sensory Aids; *Spelling; Visual Stimuli; Visualization
IDENTIFIERS- *Lindamood Phoneme Sequencing Program

This kit presents the "Lindamood Phoneme Sequencing (LiPS) Program for Reading, Spelling, and Speech," a program designed to promote the development of an oral-motor, visual, and auditory feedback system that enables all students, including

*Rehabilitation Counseling; Rehabilitation Programs; Surveys; *Visual Impairments; *Vocational Rehabilitation
IDENTIFIERS- *African Americans

A study investigated similarities and differences in the views of experienced vocational rehabilitation (VR) counselors serving African Americans who are blind or visually impaired. A total of 26 counselors, 11 of whom were African American, reported their views in structured telephone interviews. In general, there were more similarities than differences in counselor views. With some minor exceptions, White and African American counselors had similar views on their skill level, client-counselor interaction, and most useful skills, techniques, resources, and referral sources. There were differences by counselor race regarding help-seeking patterns, job and rehabilitation expectations, effects of adverse personal and socioeconomic factors, and ideal client characteristics. African American counselors increasingly stressed use of family and community resources, and were more likely to look to other professionals in seeking help. African American counselors believed that Black clients had higher job expectations but were less likely to be successfully rehabilitated. In contrast, white counselors believed that black clients had lower expectations and saw no difference in rehabilitation rates. Counselors felt that harnessing client motivation and positive expectations, and employing a family- and community-oriented attitude was the best approach to rehabilitation. The survey is included. (Contains 37 references.) (Author/CR)

ED 444 290   EC 307 979

Brown, Randel D.; Shephard, Terry L.
Examining the Beliefs of Involved Adults Concerning the Moral and Religious Development of Individuals with Mental Retardation.
PUB DATE- 00
NOTE- 20p.; Paper presented at the Annual Meeting of American Association on Mental Retardation (124th, Washington, DC, May 30-June 3, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; *Attitudes toward Disabilities; Children; *Individual Characteristics; *Mental Retardation; *Moral Development; Moral Values; *Professional Personnel; *Religion

This report discusses the outcomes of a study that examined the beliefs concerning the moral and religious development of individuals with mental retardation. Forty-four individuals who met the criteria of professionals who provide direct care to, or had administrative responsibility for, individuals with mental retardation participated in the study. Participants completed a Q sort with a concourse of 45 items reflecting potential opinions. Four dissimilar factors emerged. The most profound identifier of factor A, "Hopeful Humanist," is the way in which the 16 members of this group perceived individuals with mental retardation as people first and saw in each individual a person who can exhibit selfless love, which to the Hopeful Humanist is the highest characteristic of moral development. The seven members of factor B, "Devout Followers," see themselves as directed by God and willing followers of God. As "Special Caregivers," the six members of factor C make it clear that there is a distinct difference between individuals with mental retardation and those who are without disabilities. In factor D, "Staunch Copers," the most important belief of the six members was a realistic and pragmatic view about the

Relationship; *Special Education Teachers; Surveys

In this study, a performance-based assessment was used to examine the effects of preservice preparation factors on culturally responsive teaching (CRT). The measure used to assess CRT among beginning teachers was derived from Praxis III, an assessment system developed by the Educational Testing Services and infused with sensitivity to culture as an integral part of effective teaching. A subset of Praxis III criteria was identified through a survey of experts and used to explore whether the selected skills of beginning teachers with high levels of preparation in CRT differ from the skills of those with low preparation in CRT, and whether selected CRT skills of special education beginning teachers differ from those of general education beginning teachers. Observations of 35 special education beginning teachers and 33 regular education beginning teachers found there were no significant differences among the teachers due to preservice preparation level, but there were significant differences between general education and special education teachers on three criteria: knowledge of students' backgrounds, fairness, and extending students' thinking. (CR)

ED 444 310 EC 308 000

Reyes-Blanes, Maria E.
Puerto Rican Families Who Have Children with Disabilities: A Comparison between Families Living in Puerto Rico and Families Living in Florida. Final Performance Report.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 96
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Cross Cultural Studies; *Disabilities; *Family Needs; Hispanic Americans; Interviews; Marital Status; *Mothers; *Parent Attitudes; Predictor Variables; *Puerto Ricans; Social Networks; *Social Support Groups; Young Children

This report discusses the outcomes of a study that compared family needs and sources of support perceived by 55 Puerto Rican mothers of young children (ages birth to 5 years) with disabilities residing in Puerto Rico and 39 of their Puerto Rican counterparts living in Florida. The relationship among perceived family needs, sources of support, and mother and child characteristics was also explored. The ABILITIES Index, the Family Needs Survey (FNS), and the Family Support Scale (FSS) were used in the interview process to measure respectively mothers' perceptions of: (1) child's extent of delay; (2) family needs; and (3) sources of support. Multiple regression analyses indicated that family needs did not differ in the two samples. Mothers living in Puerto Rico did, however, perceive significantly more sources of support than mothers living in Florida. Results also indicated that overall single mothers reported more needs than married mothers and reported significantly fewer sources of support than married mothers. (CR)

ED 444 311 EC 308 002

Making Your Case.
SPONS. AGENCY- Administration on Developmental Disabilities (DHHS), Washington, DC.
PUB DATE- 98

accommodations, and postsecondary persistence and attainment. The data indicate that roughly 6 percent of all undergraduates report having a disability, with 29 percent reporting a learning disability; the average age of students with disabilities was 30, compared to 26 for students without disabilities; 98 percent of public institutions enrolled students with disabilities, compared to 63 percent of private 4-year institutions and 47 percent of private 2-year institutions; almost all institutions enrolling students with disabilities reported they provided at least 1 support service or accommodation; and students with disabilities were less likely than other students to have attained a degree after 5 years. Figures and graphs report data on number of undergraduates reporting each disability type; percentage of institutions by type of accommodations offered and institutional characteristics; and percentage of 1989-90 beginning postsecondary students by highest degree attained by 1994, disability status, and institution type. (DB)

ED 444 330 EC 308 021

National Institute on Disability and Rehabilitation Research Long-Range Plan, 1999-2003.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 00
NOTE- 131p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Agencies; *Disabilities; Federal Programs; *Long Range Planning; Models; *Organizational Objectives; *Rehabilitation; *Research and Development; Research Needs
IDENTIFIERS- *National Institute on Disability Rehab Research

This document presents the long-range (5-year) plan of the National Institute on Disability and Rehabilitation Research (NIDRR). The plan is organized around two key elements; first, a new paradigm of disability that sees disability as a product of the interaction between individual characteristics and the environment, and second, an emerging universe of disability with new disabling conditions, new causes for impairment, changing frequencies of some impairments, and new consequences of disability. Section 1 provides an introductory chapter and a chapter on current dimensions of disability. Section 2 focuses on the NIDRR research agenda with individual chapters on employment outcomes, health and function, technology for access and function, independent living and community integration, and associated disability research areas. Section 3 addresses priorities for related activities. These include: knowledge dissemination and utilization, capacity-building for rehabilitation research, and enhancing NIDRR's management of research. Four appendices provide abbreviations and acronyms, detail on the planning process and participants, a list of steering committee members, and a summary of NIDRR program mechanisms and funding patterns. (Contains 30 references.) (DB)

ED 444 331 EC 308 022

Parrish, Thomas B.; Gerber, Michael; Kaleba, Daniel; Brock, Leslie
Adjusting Special Education Aid for Severity: The Case of Census-Based Funding in California.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.

Education; Teacher Educator Education; Teacher Student Relationship

This paper investigates the usefulness of the labels "native speaker" (NS) and "non-native speaker" (NNS) in the field of Teaching English to Speakers of Other Languages (TESOL). The researcher's anecdotal experience is that NNSs bring under-appreciated strengths to teaching English to Speakers of Other Languages (ESOL). The recent research in this field is reviewed and the issues are raised when speakers of a language are divided into the NS and NNS categories. Excerpts from discussions and interviews with TESOL students, graduates, and professors are included to show the range of opinion on this subject. It is concluded that attitudes in the TESOL field are shifting, and NNSs are seen in a more positive light as their contributions to the teaching of ESOL are increasingly recognized and appreciated. This is especially true when NNS teachers teach students who share their first language and culture. It is suggested that greater openness and wider discussion of the contributions of NNS to the field and to their students is needed and should in time result in greater use of and opportunities for NNS teachers. (KFT)

ED 444 354 FL 026 343

Kang, Dong-Ho
Motivation Is Such a Complex Process in the EFL Foreign Language Classroom!
PUB DATE- 00
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Achievement Need; *English (Second Language); Factor Analysis; Foreign Countries; High School Students; High Schools; *Incentives; *Learning Motivation; Motivation Techniques; Questionnaires; Second Language Instruction; Second Language Learning; *Self Motivation; *Student Motivation
IDENTIFIERS- South Korea

This paper is an in-depth investigation of classroom language learning motivation in a Korean high school. Understanding the source of motivation and development of motivation is very important for educational and pedagogical purposes. This study surveyed 192 Korean high school students' orientations for learning English to discover what kinds of orientations could lead to motivations, and how these new cognitive variables are related to English-as-a-foreign-language motivation. The results indicated the following: (1) there were more elements than traditional integrative motivation; for example intrinsic/extrinsic and instrumental-knowledge motivations; (2) intrinsic motivation was most salient among them; (3) there existed multiple tracks of orientations vs. motivations vs. achievement; (4) all orientation factors should first be internally controllable by or for students before leading to motivations or vice versa; (5) intrinsic/extrinsic motivations were mainly related to formal classroom-related factors; and (6) self-confidence construct was associated with either intrinsic or instrumental-knowledge orientation rather than the integrative one. Numerous data-rich tables and charts appear throughout the text. An extensive literature review begins the article. (Contains 64 references.) (KFT)

ED 444 355 FL 026 344

Gottlieb, Margo

Children.
PUB DATE- 99
NOTE- 27p.; Paper presented at the National Conference on Heritage Languages in American (Long Beach, CA, October 15, 1999).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Bilingualism; Elementary School Students; Elementary Secondary Education; *English (Second Language); Evaluation; *Immigrants; *Japanese; *Japanese Americans; Language Minorities; Language Tests; Native Speakers; Second Language Instruction; Second Language Learning; Testing; *Vocabulary Development
IDENTIFIERS- Japanese Speaking

This study explores the relationship between English and Japanese in bilingual children. The Bilingual Verbal Ability Tests (BVATs) were administered to 40 children of Japanese heritage and their mothers residing in the San Francisco Bay Area. All the subjects were either enrolled in bilingual programs in public elementary schools or attending Japanese language courses on weekends. The tests were administered to measure the children's English language proficiency and bilingual verbal ability (verbal cognitive ability in English and Japanese combined), and to predict the children's academic progress. Both qualitative and quantitative methods were used. The study found that it is essential for bilingual children to raise the level of their first language ability to such an extent that their literacy skills in Japanese and English will be able to produce mutually accelerated progress effects. The study also revealed that Japanese was the dominant language for those parents who grew up in Japan, whereas English was dominant for many of their children. Specifically, bilingual children used Japanese mainly in interacting with their parents, while they tended to prefer speaking English in all other settings, such as at school and interacting with siblings. Overall, it was found that Japanese families demonstrate a successful case of balanced bilingualism. Unlike most other immigrant children, where over time English comes to displace the family's first language in children, families of Japanese heritage have been successful in promoting lasting bilingualism. (Contains 20 references.) (KFT)

ED 444 374 FL 026 366

Vazquez-Montilla, Elia; Zhu, Erping
Preparing ESOL Teachers Using Web-Based Learning: Strategies and Tactics.
PUB DATE- 00
NOTE- 17p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (Vancouver, BC, Canada, March 14-18, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; Computer Uses in Education; Elementary Secondary Education; *English (Second Language); Higher Education; Instructional Innovation; Internet; *Language Teachers; *Learner Controlled Instruction; Second Language Instruction; Second Language Learning; *Teacher Education; Teacher Student Relationship; *World Wide Web

Education, Charlottesville.
PUB DATE- 00
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Classroom Communication; Classroom Observation Techniques; Classroom Techniques; *English (Second Language); Immigrants; Interviews; Introductory Courses; Learning Strategies; Limited English Speaking; Second Language Instruction; Second Language Learning; *Small Classes; Spanish Speaking; *Teacher Education; Teaching Methods

This practitioner brief focuses on the question: What happens when beginner-level English-as-a-Second-Language (ESL) students work in small groups? This question was pursued because the ESL teacher wanted to make use of small self-directed groups during class time. She found that the students needed a lot of structure from the teacher to make productive use of the time. In order to solve this problem and to support the learners as they pursued their goals within the small group, the teacher decided she needed to know more about what went on in those small groups--specifically how learners interacted to complete assigned tasks. To gather information, the teacher enlisted the aid of another observer, interviewed students in their native language, and kept notes on her observations and reflections. It was found that the students do in fact work well in groups with minimal structuring on the part of instructor. They did not always do what the teacher expected, but they got their work done. They assumed their participation roles and identified areas where they needed extra practice. The instructor needs to provide resources, tools, and opportunities and to encourage students to take risks in English. Finally, the instructor learned that there is a lot that goes on in class that she does not and cannot know about, but that this situation can be fine and productive nonetheless. (Adjunct ERIC Clearinghouse for ESL Literacy Education) (KFT)

ED 444 394 FL 801 396

Nowalk, Thomas
See How They Mean: How Adult ESL Students Manage Learning. Practitioner Research Briefs, 1999-2000 Report Series.
SPONS. AGENCY- Virginia Association of Adult and Continuing Education, Charlottesville.
PUB DATE- 00
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Classroom Communication; Classroom Observation Techniques; Classroom Techniques; *English (Second Language); Immigrants; Interviews; *Learning Strategies; Limited English Speaking; Second Language Instruction; Second Language Learning; Spanish Speaking; *Teacher Education; Teaching Methods
IDENTIFIERS- Blooms Taxonomy

The focus of this practitioner brief is: How do adult English-as-a-Second-Language (ESL) students manage their learning? The adult ESL instructor found that his students wanted more opportunities to speak English in class, and to practice actual oral communication skills in English, but felt too much of their time and effort was directed into rote memorization,

Educational Finance; *Facility Inventory; *Financial Audits; Higher Education; Income; Legal Responsibility; *Money Management; Public Education; State Aid; State Regulation; State Universities
IDENTIFIERS- State University of NY Agric Tech Coll Morrisville

This audit report of the State University of New York (SUNY) College of Agriculture and Technology at Morrisville addresses the question of whether the college management has established an effective system of internal control over its revenue, equipment, and student work-study payroll. The audit makes a number of observations and conclusions. These include: (1) management needs to take additional steps to maintain an effective system of internal control over equipment (such as desktop computers) and revenue; (2) the bursar's office does not provide appropriate separation of duties to ensure effective control over revenue, nor does it have adequate controls and follow-up for uncashed checks; and (3) there are deficiencies in recording and collection of significant amounts of revenue. College officials responded that while staff reductions and turnover were largely responsible for the problems identified, they concurred with the recommendations and list steps that have been or will be taken to implement changes. (RH)

ED 444 414   HE 033 007

Brown, Ray; Doughty, Gavin; McDowell, Valerie
Serving Six Institutions: A History of Administrative Computing at the Associated Colleges of Central Kansas.
PUB DATE- 99
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administration; *Church Related Colleges; Computer Assisted Instruction; *Computer Centers; Computer Networks; *Consortia; Cooperative Planning; Curriculum Development; Educational History; Educational Practices; Faculty Development; Federal Programs; Financial Problems; Higher Education; Library Cooperation; Private Colleges; Retrenchment; Shared Resources and Services; Small Colleges; Student Personnel Services
IDENTIFIERS- *Associated Colleges of Central Kansas

This paper offers a brief history and description of a voluntary consortium of six church-related private colleges, the Associated Colleges of Central Kansas (ACCK), that is governed by a board of directors made up of the presidents of the member colleges. The schools, all within close geographical proximity, have a combined enrollment of over 3,500 students. ACCK activities include curriculum improvement, faculty development, student services, library cooperation, and a single center for administrative computer services. Formally created in 1966, ACCK had a period of rapid growth in 1971-1975, fueled in large part by federal funding. As funding declined, there was some retrenchment, but cooperation has been maintained in several areas. The computing activities have evolved in line with new developments in software and hardware; these activities are guided by a computer policy committee reporting to the board of directors. There is also a computer science curriculum committee composed of computer science faculty from the various campuses which has oversight of shared academic computer science offerings. The centralized facility allows access to hardware and human resources which would be unavailable or too

Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Academic Achievement; Academic Aptitude; Community Colleges; Grade Point Average; Individual Development; *Knowledge Level; *Measures (Individuals); Outcomes of Education; Predictor Variables; Questionnaires; Readiness; *Self Evaluation (Individuals); Sex Differences; Student Characteristics; *Student Evaluation; Student Surveys; *Two Year College Students; Two Year Colleges

IDENTIFIERS- Santa Barbara City College CA

An increasing percentage of college students are perceived by faculty as underprepared in the basic academic skills, study skills, commitment, and disposition toward learning needed to succeed in college. This report presents background information and findings of a campus-wide survey of Santa Barbara City College (SBCC) students to identify and document the student-centered variables that contribute most to college success. The self-assessment for success screening inventory (SASSI) was administered to a randomly selected sample of 784 SBCC students to establish norms in 19 areas related to student success. The normative and correlational results from this survey indicate that particular student behaviors are significantly associated with student success. The report also notes that the predictive validity of the SASSI is considerably stronger than the college factors success index. Total SASSI score was found to be significantly associated with grade point average. Gender differences and differences related to part-time work and academic division are also noted. A copy of the scale and the interpretive guide are appended. (MKA)

ED 444 433 HE 033 170

Ulmer, M. B.

Self-Grading: A Simple Strategy for Formative Assessment in Activity-Based Instruction.

PUB DATE- 00

NOTE- 9p.; Paper based on a presentation at the Conference of the American Association for Higher Education (Charlotte, NC, June 2000).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- College Mathematics; College Students; *Course Content; Course Descriptions; Course Objectives; *Critical Thinking; Curriculum Development; Formative Evaluation; Grading; Higher Education; Learning Activities; Liberal Arts; *Mathematics Instruction; Personal Narratives; *Problem Based Learning; Problem Solving; *Self Evaluation (Individuals); Student Evaluation; *Teaching Methods

This paper discusses the author's personal experiences in developing and implementing a problem-based college mathematics course for liberal arts majors. This project was initiated in response to the realization that most students are dependent on "patterning" learning algorithms and have no expectation that self-initiated thinking is a characteristic of learning. The problem-based version of college mathematics presented here uses no required text; instead a packet of activities and project assignments accompanies material designed to add structure to the course. The paper addresses concerns about increased faculty workload in teaching for critical thinking and the additional time required for formative assessment. Using examples from the author's own experience in the

(141)
DESCRIPTORS- Annual Reports; *Articulation (Education); Competence; Cooperative Planning; Curriculum Development; *Educational Assessment; Educational Cooperation; *Educational Improvement; Educational Objectives; Educational Policy; Educational Quality; Educational Research; Educational Trends; Foreign Countries; International Educational Exchange; *Lifelong Learning; Needs Assessment; Policy Formation; Postsecondary Education; *Program Development; Secondary Education; Strategic Planning; Transfer Programs; Trend Analysis; *Vocational Education
IDENTIFIERS- *European Union

In 1999, the European Centre for the Development of Vocational Education (CEDEFOP) Work Programme conducted a broad spectrum of activities on the following three themes: monitoring competence and lifelong learning; monitoring developments in the European Union's member states; and serving European mobility and exchanges. In tackling those themes, CEDEFOP conducted work falling under the following three headings: (1) developing knowledge; (2) exchange and dialogue; and (3) keeping people informed. Included among the CEDEFOP projects and activities conducted in 1999 under these headings were the following: preparation of a reference publication on key qualifications and curriculum renewal of vocational education and training (VET); examination of learning in small and medium enterprises; collection of key data on vocational training and on financing VET; establishment of a European forum for exchange of information on serving European mobility; creation of scenarios and strategies for VET in Europe; and continuation of the Study Visits Programme, which gives VET specialists the opportunity to examine specific VET systems and arrangements in other countries. (Appended are the following: list of CEDEFOP publications in 1999; CEDEFOP's staff situation as of December 31, 1999; CEDEFOP's 1999 staff and financial allocations; and list of CEDEFOP's management board members.) (MN)

ED 443 955   CE 080 497

Walker, Elizabeth; Betts, Derek; Dominey, Jan; Goulding, Jeanne
Effective Management of Part-Time Lecturers.
PUB DATE- 00
NOTE- 58p.; Edited by Jennifer Rhys.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrator Attitudes; Case Studies; Check Lists; *College Faculty; *Cost Effectiveness; *Faculty College Relationship; *Faculty Workload; Foreign Countries; Models; Noninstructional Responsibility; *Part Time Faculty; Postsecondary Education; Staff Development; Staff Utilization; *Teacher Attitudes; Technical Institutes; Vocational Education
IDENTIFIERS- *United Kingdom

The approaches to management of part-time lecturing staff in the United Kingdom's further education (FE) colleges were examined in a study that included the following research activities: review of relevant publications and Further Education Funding Council (FEFC) statistics; postal survey of 454 FE colleges in England and Wales that elicited 67 responses (response rate, 15%); visits to 8 colleges for in-depth interviews with managers and part-time teaching staff; a survey of all 508 part-time teaching staff in the 8 case study colleges; and visits to 2 agencies providing teaching staff to colleges. The study established that FE colleges cannot realistically expect part-time staff to fulfill the range of nonteaching duties typically global statistics on HIV/AIDS; historical trends in AIDS incidence; HIV/AIDS among various minority groups; symptoms and causes of AIDS and HIV; exposure versus infection; sexually transmitted diseases; managers' responses to employees' HIV disclosure; HIV testing; Oregon revised statutes; and precautions to prevent discrimination. (MN)

ED 443 973   CE 080 524

Skage, Sharon; Schaetti, Marnie
Setting the Compass: A Program Development and Evaluation Tool for Volunteer Literacy Programs in Alberta.
SPONS. AGENCY- National Literacy Secretariat, Ottawa (Ontario).
PUB DATE- 99
NOTE- 181p.; Final product of the Alberta Literacy Program Standards (ALPS) Project.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Standards; Adult Basic Education; *Adult Literacy; Case Studies; Data Collection; Definitions; Educational Improvement; Evaluation Criteria; Evaluation Methods; Evaluation Utilization; Focus Groups; Foreign Countries; Glossaries; Interviews; *Literacy Education; Program Development; Program Evaluation; Program Guides; Program Improvement; Questionnaires; Records (Forms); Surveys; Tables (Data); *Volunteers
IDENTIFIERS- *Alberta

This guide, which is intended for volunteer literacy programs in Alberta, Canada, details a four-step process for evaluating volunteer literacy programs and using evaluation results for program development. The guide begins with an introduction, underlying principles and assumptions, and a glossary. Sections 1-4 detail the steps of the process, which are as follows: (1) getting ready for evaluation (planning and evaluation as part of the program cycle, forming an evaluation team); (2) focusing the evaluation (determining the evaluation's purposes, selecting standards, developing a work plan); (3) collecting information (reviewing current methods and relevant documents, completing observations, preparing and distributing data collection tools); and (4) interpreting and using research findings (compiling and summarizing the information, determining whether the program is achieving its standards). Appendixes, constituting approximately two-thirds of the document, contain the following items: 10 tables for use in applying the standards and evaluating program results; sample items for surveys, interviews, and focus groups; a case study based on the combined experiences of the seven literacy programs that pilot-tested the proposed evaluation method; background information on the Alberta Literacy Project Standards; good practice statements and standards; and a bibliography listing 45 references and suggestions for further reading. (MN)

ED 443 974   CE 080 526

Zukas, Miriam; Malcolm, Janice
Pedagogies for Lifelong Learning: Building Bridges or Building Walls? Supporting Lifelong Learning Working Paper.
PUB DATE- 00
NOTE- 12p.; Paper contributed to the Supporting Lifelong

Some Lessons from a Youth Credits Pilot Scheme" (Phil Hodkinson, Heather Hodkinson); and "Policy and Accountability" (Lee Harvey, Peter Knight). All papers include substantial bibliographies. (MN)

ED 443 991 CE 080 558

Knapper, Christopher K.; Cropley, Arthur J.
Lifelong Learning in Higher Education. Third Edition.
PUB DATE- 00
NOTE- 238p.; Published by Kogan Page.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Educators; *Adult Learning; Adult Programs; Articulation (Education); Change Strategies; *College Programs; Continuing Education; Conventional Instruction; Coordination; Definitions; *Delivery Systems; *Distance Education; Education Work Relationship; Educational Change; Educational Improvement; Educational Objectives; Educational Policy; Educational Technology; Evaluation Criteria; Evaluation Methods; Experiential Learning; Foreign Countries; Higher Education; Independent Study; Individualized Instruction; Informal Education; Institutional Characteristics; Institutional Environment; *Lifelong Learning; Marketing; Models; Nonformal Education; Nontraditional Education; Nontraditional Stu Educational Marketing
IDENTIFIERS- Educational Marketing

This book, which is intended for academics, educators, educational managers, and policymakers concerned with higher education, examines how universities and colleges can prepare their students for lifelong learning through continuing education, specialized courses for adults, and mainstream teaching programs geared toward traditional students. The following are among the topics discussed: (1) basic concepts of lifelong learning (adults' participation in formal, informal, and nonformal learning); (2) lifelong education as a system (systematic support for lifelong learning, organization of lifelong learning); (3) the nature of lifelong learning (the meaning of learning, adults as learners, implications for higher education); (4) lifelong learning and higher education institutions (transforming existing institutions, students, teaching and learning activities, certification, coordination within and among institutions); (5) lifelong learning and promising instructional methods (distance learning, linking education and work, innovative approaches, independent learning programs, learning from peers, alternative teacher roles); (6) transforming institutions into lifelong education institutions (special-purpose institutions, educational technology); (7) evaluating lifelong learning (the importance of evaluation, evaluation problems, evaluation results, a framework for evaluation); and (8) stocktaking and addressing continuing problems in implementing lifelong education (weaknesses of the theoretical base, practical problems, institutional factors). Appended are practical ideas to help academics promote lifelong learning. (MN)

ED 443 992 CE 080 559

Youngman, Frank
The Political Economy of Adult Education and Development. Global

Curriculum; Critical Thinking; Education Work Relationship; Employment Qualifications; Evaluation Criteria; Integrated Curriculum; Job Skills; Learning Activities; Money Management; Occupational Clusters; Partnerships in Education; Performance Factors; Problem Solving; Relevance (Education); School Business Relationship; Secondary Education; Skill Development; *Statewide Planning; Student Evaluation; Systems Approach; Teaching Guides; Technical Education; Thinking Contextualized Instruction; *Ohio; Work Keys (ACT)
IDENTIFIERS- Contextualized Instruction; *Ohio; Work Keys (ACT)

Designed for Ohio educators responsible for planning programs to prepare high school students for careers in construction, this document presents an overview of Ohio's Integrated Technical and Academic Competencies (ITAC) system of career-focused education and specific information about the construction subcluster of the industrial and engineering systems ITAC career cluster. The first half of the document, which introduces the ITAC system's underlying principles and elements, contains the following items: (1) descriptions of the three types of integrated competencies (core, career cluster, and specialization) forming the ITAC model; (2) guidelines for using ITAC; (3) an explanation of the components of the 51 core ITAC; and (4) a table detailing the academic connections in the core ITAC. The second half of the document, which focuses on the construction subcluster ITAC, is divided into six sections, each of which focuses on one of the following strands deemed essential for all careers: solving problems and thinking skillfully; communicating effectively; applying technology; working responsibly; planning and managing a career; and managing resources. Each section contains the following items: expectation; competencies; sample scenario; sample guiding questions; connections to core ITAC competencies; connections to academic models; and connections to Ohio's proficiency tests and ACT Work Keys. (MN)

ED 444 008   CE 080 577

Industrial & Engineering Systems Career Cluster ITAC for Career-Focused Education: Transportation Sub-Cluster. Integrated Technical & Academic Competencies.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Career-Technical and Adult Education.
PUB DATE- 99
NOTE- 94p.; For other ITAC documents, see CE 080 570-576.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Education; Behavioral Objectives; Career Development; *Career Education; Career Planning; Communication Skills; Competence; *Competency Based Education; Core Curriculum; Critical Thinking; Education Work Relationship; Employment Qualifications; Evaluation Criteria; Integrated Curriculum; Job Skills; Learning Activities; Money Management; Occupational Clusters; Partnerships in Education; Performance Factors; Problem Solving; Relevance (Education); School Business Relationship; Secondary Education; Skill Development; *Skilled Occupations; *Statewide Planning; Student Evaluation; Systems Approach; Teaching Guides; Technical Education; Technical Occupations; Thinking Skills; Time Managem Contextualized Instruction; *Ohio; Work Keys (ACT)
IDENTIFIERS- Contextualized Instruction; *Ohio; Work Keys (ACT)

ED 444 024 CE 080 606

Career Guide to Industries, 2000-01 Edition. Bulletin 2523.
PUB DATE- 00
NOTE- 239p.; This 4th edition is a companion to the 2000-2001 edition of the Occupational Outlook Handbook.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Career Development; *Career Education; *Education Work Relationship; *Educational Needs; *Employment Opportunities; Employment Patterns; Employment Practices; *Employment Qualifications; Income; Job Skills; Job Training; Labor Needs; Occupational Information; Promotion (Occupational); Quality of Working Life; Salary Wage Differentials; Tables (Data); *Vocational Education; Work Experience

This document provides information on the nature, working conditions, and employment opportunities of 42 industries that accounted for nearly 3 of 4 wage and salary jobs in 1998. The following are among the types of information provided for each industry discussed: (1) nature of the industry (goods produced and services provided, individual segments, production processes, changes occurring in technology and business practices); (2) working conditions (physical environment, hours of work, physical activities essential to successful job performance, proportion of part-time workers, rate of job-related injury and illness, extent and frequency of travel); (3) employment (number of wage and salary jobs, number of self-employed persons, data on workers' age, concentration by state, unusual characteristics of workers); (4) occupations in the industry (job titles in the industry, current and projected wages and salaries by occupation); (5) training requirements and advancement opportunities (formal education, training, and experience required; paths of career advancement; opportunities for self-employment); (6) earnings; and (7) outlook (projected rates of job growth/decline and factors likely to influence them). The industries profiled are as follows: agriculture, mining, and construction; manufacturing; transportation, communications, and public utilities; wholesale and retail trade; finance and insurance; services; and government. A total of 197 tables/figures are included. (MN)

ED 444 025 CE 080 607

Jensen, Jane; Haleman, Diana; Goldstein, Beth; Anderman, Eric
Reasonable Choices: Understanding Why Under-Educated Individuals Choose Not To Participate in Adult Education. Summary Report for the Department for Adult Education & Literacy.
SPONS. AGENCY- Kentucky State Dept. for Adult Education and Literacy, Frankfort.
PUB DATE- 00
NOTE- 104p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Education; *Adult Learning; Adults; Age Differences; Case Studies; Change Strategies; Comparative Analysis; Economic Climate; Economic Factors; Educational Attainment; *Educational Attitudes; Educational Change;

pharmaceutical psychiatry in cases that are unresponsive to medications. Currently, because of Health Maintenance Organizations, many mental health care providers find themselves seduced into becoming, as victimologists, undercover sex police. This paper concludes with a discussion of the five universals of Exigency Theory, a counseling theory that acknowledges multivariate causes as they are discovered and empirically authenticated and, if not authenticated, then are revised or rejected. Contains 18 references. (MKA)

ED 444 042 CG 029 677

Maheu, Marlene M.
Women's Internet Behavior: Providing Psychotherapy Offline and Online for Cyber-Infidelity.
PUB DATE- 99
NOTE- 15p.; Paper presented at the Annual Conference of the American Psychological Association (107th, Boston, MA, August 20-24, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Affective Behavior; Counseling Effectiveness; Counseling Techniques; Counselor Client Relationship; *Counselor Training; Electronic Mail; Ethics; *Females; *Internet; Interpersonal Communication; *Interpersonal Relationship; Psychotherapy; Sexuality; Social Cognition
IDENTIFIERS- Cyberspace; *Infidelity

As women increasingly use the Internet, a variety of behaviors worthy of psychological study are emerging. Through e-mail discussion lists, newsgroups, and Web sites, women are exploring new ways of interacting. Asserting themselves, initiating bold conversations, experimenting with anger, involving themselves in furtive love affairs, and having cybersex are just some of the experiences occurring for women. This paper looks at how cyber-affairs can be damaging to the core issues of trust, self-esteem, and integrity in a relationship. Affairs can be a betrayal of the self and can imply that a person is avoiding knowing himself/herself or the partner when substituting fantasy sex online for a real relationship. The paper discusses the many implications for feminist psychotherapists who bring a traditional understanding of relationships to the world of online romance. It discusses how psychologists need to understand and develop treatment strategies for patients with cyber-infidelities. Several suggestions are offered for counselors and counselor training: (1) helping clients clarify arrangements and agreements with their domestic partner; (2) exploring the ethics involved in treating clients via e-mail; (3) defining the professional relationship on and off line; and (4) considering counselor competency in the use of technology as a counseling tool. (Contains 91 references.) (JDM)

ED 444 043 CG 029 858

Hansen, Tronn Doennestad; Camposarcone, Kirsten; Nicodemus, Teresa; Gorton, Laura; Hamilton, Lynn; Guth, Christine; Hinckley, Adele; Cane, Susan; Chambliss, Catherine
Educating Students about the World of Work: An Example of Active Engagement Pedagogy.
PUB DATE- 00
NOTE- 23p.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Vocational Education; *Career Development; Career Guidance; Cooperation; Foreign Countries; *Government Role; Labor Force Development; Postsecondary Education; *Public Policy; Secondary Education; Secondary School Students
IDENTIFIERS- *Finland

Finland has a strong professional guidance and counseling system. Guidance counselors from the labor administration and vocational guidance psychologists are available in the school systems. In the past, particularly strong emphasis was placed on guidance classes within the curriculum. Now, however, the time prescribed for such classes has been reduced, and greater autonomy in resource allocation and curriculum control has devolved to local municipalities and schools. This permits greater diversity of guidance provision. Some of the current policy issues facing Finland include cooperation between institutions providing education and career guidance; labor market support for young people; programs for prevention of social exclusion; a new curriculum for a transitional year in comprehensive schools; and the National Age Program established to improve the position of those over age 45 in the job and education markets. Key issues and action steps proposed for the future include: counseling in educational institutions; challenges to counseling in labor administration; counseling in adult education; development of a culture of cooperation; on-the-job learning; cross-cultural counseling; regional centers of excellence in counseling; strengthening the professionalism of counseling; and the need for ethical discussion. (Contains 15 References.) (JDM)

ED 444 062   CG 030 157

Guichard, Jean
Career Development and Public Policy in France.
PUB DATE- 00
NOTE- 21p.; In: Making Waves: Career Development and Public Policy. International Symposium 1999 Papers, Proceedings, and Strategies (Ottawa, Ontario, Canada, May 2-4, 1999); see CG 030 145.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Vocational Education; *Career Development; Degrees (Academic); Foreign Countries; *Government Role; Higher Education; Job Training; Labor Force Development; *Public Policy; School Business Relationship; Secondary Education; Unemployment
IDENTIFIERS- *France

Three conditions characterize employment in France today: (1) high unemployment; (2) the importance of degrees in employment; and (3) significant differences between the sexes. The differences between national government initiatives and regional issues also are of concern. The main strategic issues facing career development focus on reducing unemployment. Some of the suggested approaches include preparing graduates for the workplace, developing qualifying skills training for small business, and validating the skills and qualifications acquired on the job. One key issue for the future is maintaining the

This study was undertaken to determine the relative risk of violence among students attending Hawaii schools with higher proportions of children of Department of Defense (DOD) personnel. Approximately 12% of the total public school enrollment of nearly 190,000 students is DOD connected. Forty-eight schools (8 high schools, 8 intermediates, and 32 elementary schools) enroll about 95% of the military dependents and nearly 80% of all federal departments in Hawaii public schools. Data for these 48 schools were analyzed and means compared to statewide averages for the past 3 school years on indicators and variables related to risk of disorder and violence. These included measures of socioeconomic status, limited English proficiency, attendance, graduation, student perceptions of home-school relations and learning climate, and the rates of commission of six categories of offenses leading to suspensions. The most salient risk factor for disorder and violence for DOD-connected students and for most students in Hawaii is large school size. On most measures, the schools with high percentages of DOD dependents compared favorably with statewide averages for comparable schools. Exceptions were drug offenses related to smoking cigarettes. Appendix A is "Federally Connected Pupils by School and Employing Agency"; Appendix B is "Hawaii Public High Schools, Intermediate and Middle Schools, and Elementary Schools Ordered by Percent Enrollment Military in School Year 1997-98"; Appendix C is "School Status Report for School Year 1997-98 for the Hawaii High Schools, Intermediate and Middle Schools, and Elementary Schools with the Highest Percentages of Department of Defense Dependents Enrolled"; Appendix D is "Tables from the Hawaii State Department of Business, Economic Development, & Tourism"; and Appendix E is "Selected Newspaper Articles from 'The Honolulu Advertiser.'" (Contains 16 references.) (MKA)

ED 444 082 CG 030 232

Berg, Stephen R.; Berg, Kathleen F.
Relative Risk of Violence among Department of Defense Connected Students in Hawai'i Schools: Report without Appendixes.
SPONS. AGENCY- Office of Elementary and Secondary Education (ED), Washington, DC. Safe and Drug Free Schools Program.
PUB DATE- 00
NOTE- 48p.; For a copy of this report with appendixes, see CG 030 231. "With support from the George Washington University Hamilton Fish National Institute on School and Community Violence, GWU project number AE16200."
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Behavior Problems; Elementary Secondary Education; *Military Personnel; *Predictor Variables; *Violence
IDENTIFIERS- *Department of Defense; *Hawaii

This study was undertaken to determine the relative risk of violence among students attending Hawaii schools with higher proportions of children of Department of Defense (DOD) personnel. Approximately 12% of the total public school enrollment of nearly 190,000 students is DOD connected. Forty-eight schools (8 high schools, 8 intermediates, and 32 elementary schools) enroll about 95% of the military dependents and nearly 80% of all federal departments in Hawaii public schools. Data for these 48 schools were analyzed and means compared to statewide averages for the past 3 school years on indicators and variables related to risk of disorder and violence. These included measures of socioeconomic status, limited English proficiency, attendance, graduation, student even larger focus in the job of the practitioner. It suggests that school psychologists need to continually improve their skills and stay abreast of what is known about the efficacy of both the outcomes of consultation and the relational aspects of consultation. Several recommendations from the literature are included about both aspects to help the practitioner. The Internet has opened up new resources for school psychologists. It can enhance consultation and networking, and has the potential to meet needs for continuing education and distance learning. The paper concludes that when school psychologists take advantage of the increasing knowledge about what makes the process more effective and make use of suggestions that have been made in the literature to improve outcome measures, the value of indirect services will become evident. (Contains 48 references.) (JDM)

ED 444 104   CG 030 306

Costello, E. Jane; Angold, Adrian; Burns, Barbara J.; Behar, Lenore
Improving Mental Health Services for Children in North Carolina: Agenda for Action.
PUB DATE- 98
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adolescents; Behavior Problems; *Children; Community Health Services; *Counseling Services; Elementary Secondary Education; *Emotional Problems; Intervention; *Mental Health; Mental Health Programs; Prevention; School Counseling; *State Action; Surveys
IDENTIFIERS- Great Smoky Mountains; North Carolina

Five out of every 100 children develop serious emotional disturbances. Another 20 to 25 out of every 100 develop less severe emotional problems that can be resolved with proper care. It is this group for whom appropriate intervention can make a difference. This booklet describes the Great Smoky Mountains Study, a longitudinal, population-based community survey of children and adolescents in North Carolina. It summarizes the first component to yield findings, and provides information about rates of emotional and behavioral disorders and use of mental health services. It also provides policy-relevant information in the areas of the need for mental health services, risks for emotional and behavioral disorders, outcomes of serious emotional disorders, use of mental health services across sectors, and effectiveness of mental health care. It considers the impact of insurance on the availability and delivery of services. A summary of the recommendations for action include: (1) increase professional mental health resources in schools; (2) adopt standardized assessment methods and instruments for early detection; (3) take steps to enhance interagency relationships; and (4) incorporate need for services into policy as the criterion for use. (JDM)

ED 444 105   CG 030 308

Geiger, Brian F.; Willis, A. Sandra
Leadership Skills Training for Youths through the Exploring Program of Boy Scouts of America.
PUB DATE- 00
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

acceptable to members of the Australian College of Education. The components of the proposed framework are presented in the paper's third section. Finally, the paper briefly outlines some typical applications of the framework to current policy trends to test its potential as an interpretive and evaluative tool in the area of literacy policy. (Contains 28 references.) (NKA)

ED 444 126 CS 014 072

Teaching Children To Read: An Evidence-Based Assessment of the Scientific Research Literature on Reading and Its Implications for Reading Instruction.
SPONS. AGENCY- National Inst. of Child Health and Human Development (NIH), Bethesda, MD.
PUB DATE- 00
NOTE- 36p.; See CS 014 073-075 for other "Teaching Children To Read" document.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Technology; Elementary Education; *Instructional Effectiveness; Literature Reviews; *Phonics; *Reading Comprehension; *Reading Instruction; *Reading Research; Research Needs; Teacher Education
IDENTIFIERS- Phonemic Awareness; *Reading Fluency

This report summarizes the work and findings of the National Reading Panel, charged by Congress to assess the status of research-based knowledge, including the effectiveness of various approaches to teaching children to read. The introduction to the report discusses the charge to the panel by Congress, establishment of the panel, the panel's approach to achieving its objectives of its charge and initial topic selection, regional public hearings, and adoption of topics studied by the panel. The report then presents a methodological overview and the findings and determinations of the National Reading Panel by topic areas: alphabetics (phonemic awareness instruction and phonics instruction); fluency; comprehension (vocabulary instruction, text comprehension instruction, and teacher preparation and comprehension strategies instruction); teacher education and reading instruction; and computer technology and reading instruction. The report concludes with a discussion of research needs ("next steps") and reflections of the work of the panel. An addendum discusses the processes applied to the selection, review, and analysis of research relevant to reading instruction. (RS)

ED 444 127 CS 014 073

Teaching Children To Read: An Evidence-Based Assessment of the Scientific Research Literature on Reading and Its Implications for Reading Instruction. Reports of the Subgroups.
SPONS. AGENCY- National Inst. of Child Health and Human Development (NIH), Bethesda, MD.
PUB DATE- 00
NOTE- 506p.; See CS 014 072-075 for other "Teaching Children To Read" documents.
LANGUAGE- English
EDRS Price- MF02/PC21 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Technology; Elementary Education; *Instructional Effectiveness; Literature Reviews; *Phonics; *Reading Comprehension; *Reading Instruction; *Reading

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Grade 7; Junior High Schools; *Reading Comprehension; *Reading Tests; Test Items; *Writing Evaluation; *Writing Tests
IDENTIFIERS- *Colorado

This document contains samples and explanations from Colorado's state reading and writing comprehension test for Grade 7, hereby released to the public (parents, teachers, and any other interested parties). It presents one multiple-choice reading comprehension item based upon a poem and includes the correct answers. Next, it presents two short passages (one from a novel, one from an essay) and two writing prompts based on them, the scoring guide, and 8 different student responses, with the scores they received. Finally, it presents one essay item and responses from 5 different students, with their scores. (SR)

ED 444 146 CS 014 094

Greene, Beth G.; Conner, Jennifer M.
A Report of the Instructional Effectiveness of the Harcourt Reading Program at the Kindergarten Grade Level. Technical Report.
PUB DATE- 00
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Instructional Effectiveness; *Kindergarten; Pilot Projects; Primary Education; *Reading Instruction; *Reading Programs; Reading Research

This report describes one of a series of pilot studies conducted to evaluate the instructional effectiveness of the "Harcourt Reading" program. This particular study focused on 7 kindergarten classes that started the study in the fall of 1999 and continued throughout the entire academic year. Students were taught selected themes using the resources and procedures contained in the "Harcourt Reading" program. Teachers received training from experienced consultants in methods of implementing the program. Instruction included a broad sample of reading skills from the strands of decoding, vocabulary, and comprehension. Students were administered the Harcourt program's "Reading Inventory" as a pretest and posttest. Results indicated: (1) average scores increased consistently and increases were statistically significant from the beginning of the year to the end of the year; (2) increases rose at a sharper rate in the second half of the year, suggesting that the longer the students remained in the program the more their scores increased at a higher rate, and also suggesting that teacher familiarity may have played a part; and (3) students would have almost certainly shown a greater increase; however, a ceiling effect with many students achieving near perfect scores on the posttest may have prevented an even more significant score increase. (Contains 2 tables and a figure of data.) (SR)

ED 444 147 CS 014 096

Phillips, Louise
The Role of Storytelling in Early Literacy Development.

the year; (2) learned many resources available to them as writers and learners; (3) learned a variety of writing genres; (4) showed better quality writing across the curriculum; and (5) learned how to use resources to find necessary information. Findings suggest that the use of daily repetition is effective in helping students distinguish common writing errors and that students are capable of taking responsibility for their learning. Appendixes contain the writing survey, the writing behavior self assessment, and writing evaluation conference forms. (EF)

ED 444 167   CS 217 217

Butterfield, C. L.
Pioneer Women Educators: Challenges and Contributions.
PUB DATE- 00
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060)
DESCRIPTORS- *Educational History; Elementary Secondary Education; *Females; Higher Education; Literacy; Single Sex Schools; Teacher Education; *Womens Education
IDENTIFIERS- Beecher (Catherine E); *Educator Role; Lyon (Mary); Nineteenth Century; Teaching Perspectives; Willard (Emma Hart)

This paper outlines the educational history of women in the United States and focuses on three women educators from the nineteenth century: Emma Willard, Catherine Beecher, and Mary Lyon. The paper considers their contributions to teaching and teacher education--all of these women founded schools to educate women. While these women paved the way for all women educators today, their stories portray the perspectives of white women in 19th-century America, since women of color were marginalized and were not allowed to tell their stories. The paper concludes that the road to literacy for women has been a "bumpy one filled with gaping potholes." It finds that numerous political, social, and economic factors have stood in the way of a woman's right to be an educator and enjoy effective teacher training programs. (Contains 16 references.) (NKA)

ED 444 168   CS 217 218

Beavis, Catherine
Magic or Mayhem? New Texts and New Literacies in Technological Times.
PUB DATE- 99
NOTE- 10p.; Paper presented at the Joint Meeting of the Australian Association for Research in Education/New Zealand Association for Research in Education (Melbourne, Victoria, Australia, November 29-December 3, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Research; *Computer Games; Educational Research; *English Curriculum; Foreign Countries; High Schools; *Literacy; Student Reaction
IDENTIFIERS- *Australia; Technological Change; *Technology Integration

Questions about the implications of the new technologies for literacy, literacy teaching, and literacy practices provoke diverse and contradictory responses in the media, in policy documents, in state and national assessment surveys, and among

PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Computer Uses in Education; Cooperative Learning; *Instructional Effectiveness; Language Arts; Low Achievement; Metacognition; Middle Schools; Teaching Methods; Thinking Skills; Word Processing; *Writing Improvement; *Writing Instruction; *Writing Skills

This practicum was designed to use directed writing strategies to teach writing skills to middle grades language arts students who frequently failed to make average or above scores in essay writing assignments. The program included three specific strategies. The first strategy was to teach higher-order thinking and metacognitive strategies related to the writing process by modeling writing techniques and directed writing activities. The second strategy was to use cooperative learning in small groups while working on writing assignments. The third strategy was to teach word processing and writing skills by using computers. The goal and expectations were for students to improve their writing skills so that they would attain higher grades. An analysis of the data revealed that students did improve their writing skills, but not significantly. Students also improved their knowledge of word processing by using the computer. (Contains 75 references and a table of data. Appendixes contain the informal survey instrument, essay pretest and posttest, essay pretest and posttest results, and the grammar pretest and posttest.) (Author/RS)

ED 444 187 CS 217 245

Ross-Rodgers, Martha J.
Awakenings and Awakenings Workbook. 2nd Edition .
PUB DATE- 98
NOTE- 159p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Creative Works (Literary and Dramatic) (030),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Academic Achievement; *Academic Persistence; Adolescent Literature; *Females; Novels; Potential Dropouts; Reading Skills; Secondary Education; Self Esteem; Writing Exercises

This novel and accompanying workbook tell the story of a young girl who had an awakening that made her realize that dropping out of school was wrong. It tells her story of achieving her dream, realized through sacrifice and determination, of graduating high school and attending college. The accompanying workbook presents vocabulary exercises, questions about main ideas, questions that contrast events in the novel, questions that address distinguishing fact from opinion, activities to develop skills in reading, and writing assignments for each chapter in the novel. (RS)

ED 444 188 CS 217 246

Graham, Bonny, Ed.
Trends & Issues in Secondary English, 2000 Edition.
PUB DATE- 00
NOTE- 194p.; See ED 434 341 for 1999 edition.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- *Critical Thinking; Educational Practices; *English

Haas, Tanni
Educating for a More Public Journalism: Public Journalism and Its Challenges to Journalism Education.
PUB DATE- 00
NOTE- 36p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (83rd, Phoenix, AZ, August 9-12, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Class Activities; Higher Education; *Journalism Education; *News Writing; Teaching Methods
IDENTIFIERS- *Public Journalism

Given the increasing influence of public journalism on the daily routines of newspapers across the United States, students need to be taught how to find a workable balance between consulting and reporting on conventional information sources and consulting and reporting on the perspectives provided by ordinary citizens. This paper discusses ways in which one of the most widely acclaimed public journalism campaigns, the "Akron Beacon Journals" (Ohio) race-relations project "A Question of Color," can serve as inspiration for actual journalism pedagogy. The paper covers this aspect of journalism education: (1) from the initial gathering of information, (2) through the actual writing of stories, (3) to the final evaluation of performance. It concludes by urging public-journalism-interested educators to consider making citizens and their (lack of) involvement in public life one of the central subjects of concern in the classroom. (Contains 101 references.) (Author/RS)

ED 444 210 CS 510 393

Darling-Hammond, Linda; Holt, Linda
Hawaii Literacy Hui Conference, 1997: Changing Lives, Building Communities. Videotape .
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 0p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Non-print Media (100),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Democratic Values; Elementary Education; Elementary School Teachers; *Literacy; *Performance Based Assessment; Self Evaluation (Individuals); Student Empowerment; *Teacher Role; *Teaching (Occupation)

This videotape presents the keynote speeches of the 1997 Hawai'i Literacy Hui conference on the theme of "Changing Lives, Building Communities." Featured in the videotape are two speeches: Linda Darling-Hammond's "The Right To Learn and Teach: Towards Democratic Education," in which she discusses how authentic assessment in the context of the new literacy is at the heart of a renewed profession of literacy teaching and a renewed democracy for the 21st century; and Linda Holt's "Into the Looking Glass: One Teacher's Self-Assessment," in which she reviews items in her "literacy portfolio" (a rock, a jump rope, a glass of water, a fishing net, a package of bean seeds, a goals. (Contains 13 references.) (RJM)

ED 444 230 EA 030 546

Neely, Robert O.; Basom, Margaret R.
Educational Finance Reform in Wyoming.
PUB DATE- 00
NOTE- 7p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, Louisiana, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Court Litigation; *Educational Finance; Elementary Secondary Education; *Finance Reform; *Financial Policy; Legal Responsibility; School Accounting; *State Aid
IDENTIFIERS- *Wyoming

This paper provides a history and analysis of educational finance in Wyoming. It offers a summary of the funding model that is currently in place and that has been challenged in court--the fourth such challenge in the past 30 years. The article focuses on the current litigation. It discusses the funding formula that was adopted by the state legislature and the various court challenges that have been directed at this formula. The report describes the process behind the determination of funding adequacy; external cost adjustments; and whether the formula components, such as the one-fourth mile rule, the small-school and small-district adjustments, funding for at-risk students, the seniority adjustment, regional cost adjustment, and miscellaneous general fund issues, are constitutionally cost-based. The paper reports that the state supreme court ruled that the following components of the general-fund formula were unconstitutional: the one-fourth mile rule, where a necessary school can only exist if there is no other school of the same type or classification within one-fourth mile; the small-school adjustment, where smaller schools receive a graduated rate per student; the small-school district adjustment, where any district with fewer than 1,351 students receives special compensation; and the regional cost of living adjustment. (RJM)

ED 444 231 EA 030 547

Bush, M. Joan; Johnstone, Whitcomb G.
An Observation Evaluation of High School A/B Block Classes: Variety or Monotony?
PUB DATE- 00
NOTE- 36p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, Louisiana, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Block Scheduling; *Classroom Techniques; Educational Environment; Educational Practices; *Flexible Scheduling; High Schools; School Schedules; Teacher Improvement; *Teaching Methods; *Time Management; *Time on Task
IDENTIFIERS- Irving Independent School District TX

This paper examines the implementation of an alternate block (A/B) schedule in three high schools in Irving, Texas. The purpose is to review how time was used in 48 randomly selected demanding standards on student conduct. This study contains pros and cons of the movement and is based on interviews with members of charter-school constituencies, school district personnel, educators involved in advising both entities, observations of charter-school implementation, and a review of how legislation is interpreted by all concerned parties, including Pennsylvania Department of Education staffers. (Contains 24 references.) (DFR)

ED 444 250   EA 030 569

Lee, Jaekyung
School Reforms in England, Japan, Korea and the U.S.: Policy Variation and Educational Convergence.
PUB DATE- 00
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, Louisiana, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Accountability; Administrative Organization; Curriculum Development; *Decentralization; *Educational Change; Elementary Secondary Education; *Evaluation; Foreign Countries; *Governance; Policy Formation; Public Schools; Student Improvement
IDENTIFIERS- England; Japan; Korea

Education reform during the last 2 decades has been shaped by the forces of growing public distrust of educational bureaucracies in a climate of rapid political change and growing international competition in the context of a global economy. Major school reforms in four selected industrial countries that differ significantly in terms of educational institutions and cultures are examined using school reform literature, related government reports, and newspaper articles. Japan and Korea have highly centralized school governance systems and homogeneous educational values. Conversely, in the United States and England, education governance is decentralized, and educational values are relatively heterogeneous. In the latter two countries lack of focus and accountability were identified as major deficiencies of their educational systems, and efforts were made to standardize curriculum, tighten assessment practices, and introduce market-like competition. Similar political and economic challenges in Japan and Korea, on the other hand, resulted in policies to differentiate curriculum, diversify assessment, decentralize school governance, and make the system more diverse and democratic--enhancing whole-person education. (Contains 33 references.) (DFR)

ED 444 251   EA 030 570

Hess, Frederick M.; Maranto, Robert; Milliman, Scott
Can Markets Set Bureaucrats Free? The Effects of School Choice on Teacher Empowerment in the Public Schools.
PUB DATE- 00
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, Louisiana, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)

students with learning disabilities, to prove the identity, number, and order of phonemes in syllables and words. The LiPS program is structured in a progression of five levels. The introductory level focuses on establishing the climate for learning. The second level emphasizes identifying and classifying speech sounds and helps students differentiate consonants and vowels. The third level focuses on tracking speech sounds in sequences and associating sounds and symbols with these sequences. The LiPS program uses concrete objects (mouth pictures and colored blocks) to help students track sounds. The next level of the LiPS program emphasizes sound-symbol associations. The final level provides the first experiences with integrating the auditory tracking skills and the sound-symbol associations. Spelling and reading skills are introduced using letter symbols printed on tiles and felt squares. The kit includes a trainer's manual, research booklet, a 39-minute videotape recording, an audiocassette, mouth pictures, letter symbol cards, felts, static cling letter symbols and mouth pictures, colored plastic blocks, and letter symbol tiles. (CR)

ED 444 272 EC 307 961

Gorn, Susan
What Do I Do When...The Answer Book on Special Education Law. Third Edition.
PUB DATE- 99
NOTE- 397p.; For previous edition see ED 425 604. Cover page reads, "Updated with 1999 IDEA Regulation."
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Compliance (Legal); Court Litigation; *Disabilities; *Educational Legislation; Elementary Secondary Education; Federal Legislation; *Federal Regulation; Legal Problems; *Legal Responsibility; *School Law; *Special Education; Student Rights
IDENTIFIERS- Americans with Disabilities Act 1990; *Individuals with Disabilities Educ Act Amend 1997; Rehabilitation Act 1973 (Section 504)

This book is intended to provide educators with quick but authoritative answers to special education law and to provide attorneys with preliminary information prior to more extended explorations of special education law and practice. The book is organized in a question-and-answer format. Although dealing primarily with the Individuals with Disabilities Education Act (IDEA), it also considers education-related aspects of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. Answers are based on cited statutes, regulations, court decisions, state educational agency due process hearings, administrative review decisions, and administrative interpretations of the Department of Education. Changes in this edition take into account Part B regulations implementing the 1997 IDEA amendments and recent judicial decisions. Following a list of all the questions, detailed answers are provided in 13 chapters which address: (1) eligibility; (2) evaluations; (3) free appropriate public education; (4) Individualized Education Programs; (5) placement; (6) related services; (7) procedural safeguards; (8) due process hearings and appeals, mediation, and complaint procedures; (9) financial responsibility; (10) private school students; (11) discipline; (12) judicial actions individual with mental disabilities. (CR)

ED 444 291 EC 307 980

Mar, Harvey H.; Sall, Nancy
Dimensions of Communication. Part I: Developing a Communication Profile and Part II: Designing an Intervention Plan. An Instrument To Assess the Communication Skills and Behaviors of Individuals with Disabilities.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 99
NOTE- 84p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Communication Skills; Elementary Secondary Education; *Expressive Language; *Individualized Education Programs; Interpersonal Communication; Intervention; *Measures (Individuals); *Multiple Disabilities; *Receptive Language; *Severe Mental Retardation; Student Evaluation

This manual presents an assessment instrument designed to help teachers, educational specialists, speech-language therapists, psychologists, and other service providers evaluate the communication skills of children, adolescents, and young adults who have multiple disabilities, including severe or profound mental retardation and deafblindness. It offers a qualitative approach to characterize the forms, breadth, and attributes of an individual's communication behaviors when speech may or may not be present, and provides a process that links assessment results to intervention planning. There are two parts to the instrument. "Part I: Developing a Communication Profile," provides a scale that may be used to rate six specific qualities, or dimensions, of expressive and receptive communication behaviors. Part 1 allows evaluators to generate a broad profile of an individual's communication skills and behaviors. "Part II: Designing an Intervention Plan," is designed to be used to develop appropriate communication goals for the individual, based upon the ratings obtained in Part 1. Its usefulness is enhanced by numerous examples and descriptions of goals and interventions that can be considered for application in the school, community, and home. The manual includes a case illustration and a recording booklet containing forms and guidelines for recording information obtained during the evaluation. (CR)

ED 444 292 EC 307 981

Promises To Keep: A Decade of Federal Enforcement of the Americans with Disabilities Act, 1990-2000.
PUB DATE- 00
NOTE- 529p.
LANGUAGE- English
EDRS Price- MF02/PC22 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Accessibility (for Disabled); Adults; Children; Civil Rights Legislation; *Compliance (Legal); *Court Litigation; *Disabilities; Federal Government; *Federal Legislation; Federal Programs; Federal Regulation; *Government Role; Law Enforcement; Legal Responsibility; Public Agencies
IDENTIFIERS- *Americans with Disabilities Act 1990; *National

NOTE- 52p.; Originally published July 1, 1994.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adults; *Child Advocacy; Children; *Disabilities; *Information Dissemination; Legislation; *Legislators; *Lobbying; Political Influences; *Political Power; Public Officials; Public Relations; State Officials

This booklet offers techniques and insights to assist the lobbying efforts of Minnesota advocates of individuals with disabilities. It begins by explaining lobbying and the legislative process. Suggestions for effective meetings with legislators are provided, along with ways to get an author for proposed legislation. The following sections discuss techniques for testifying before a committee, writing letters to legislators, and making telephone calls to legislators. Recommendations for lobbying days, rallies, petitions, and legislative receptions are also provided. The final sections describe the roles and responsibilities of various legislative staff, people who impact the legislative process, and interim activities that occur when the legislative session ends. Tip sheets are included that address key words advocates should know, types of questions advocates should be able to answer when lobbying, elements of a national campaign, organizing a campaign, and memorable quotes from legislators on successful lobbying efforts. (CR)

ED 444 312 EC 308 003

Jordan, Dixie; Goldberg, Paula
Honorable Intentions: A Parent's Guide to Educational Planning for Children with Emotional or Behavioral Disorders. Second Edition.
PUB DATE- 00
NOTE- 168p.; For earlier edition, see ED 384 195.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Accommodations (Disabilities); Access to Education; Accessibility (for Disabled); *Behavior Disorders; Check Lists; Classroom Environment; *Classroom Techniques; Discipline Policy; Educational Planning; Elementary Secondary Education; *Emotional Disturbances; Grading; *Individualized Education Programs; Intervention; *Parent School Relationship; Prereferral Intervention; Special Education; Student Evaluation; Student Placement; Suspension; Teaching Methods; Teamwork; Transportation
IDENTIFIERS- *Individuals with Disabilities Education Act; Rehabilitation Act 1973 (Section 504)

This guide to help parents work in collaboration with the school team to enhance the education of their children with emotional or behavioral disorders considers special education and related services, special education evaluation, the Individualized Education Program (IEP), school rules and policies, day treatment, residential placement, accommodations and modifications, communicating with the school, evaluating the IEP plan, and resolving differences. Checklists suggest questions that parents may want to ask on prereferral

PUB DATE- 00
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Disabilities; Elementary Secondary Education; Expenditure per Student; Incidence; Models; *Severity (of Disability); Special Education; *State Federal Aid; Statistical Analysis; Student Needs
IDENTIFIERS- *California; *Funding Formulas

This paper summarizes results of a legislatively mandated study of the incidence of students with "severe and/or high cost" disabilities across California within the context of the new census-based funding approach (which distributes funds based on the overall census of school-aged children rather than a count of children receiving special education services). The study found that students with "severe and/or high cost" disabilities are not randomly distributed across school districts, thereby requiring development of an appropriate funding adjustment. A "severity service multiplier" was developed to allocate supplemental severity funding to some localities based on the characteristics and quantities of services received by their special education students. This approach was adopted by the California legislature and is now used as a severity adjustment to special education funding. The section following the introductory section considers the challenge of defining students with "severe and/or high cost" disabilities, two models for making this concept operational, analysis of the randomness of distributions of these students, and calculation of the severity service adjustment. A concluding section discusses the approach used and implications for other states. An appendix provides details on deriving special education cost estimates per student. (Contains 14 references.) (DB)

ED 444 332 EC 308 023

Proceedings of an International Symposium on Developments and Innovations in Interpreting for Deafblind People (Leeuwenhorst, Netherlands, June 1999) and Report on a Comparative Study of Roles, Training of and Rights to Interpreters for Deafblind People.
PUB DATE- 99
NOTE- 123p.; Sponsored by a European Commission Grant for Exchange and Information Action on Equal Opportunities for Disabled People. The proceedings is edited by Bob Peckford. The report is written by Lynne Hawcroft.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Communication (Thought Transfer); *Deaf Blind; Deaf Interpreting; Foreign Countries; *Interpreters; *Needs Assessment; *Research and Development; Surveys
IDENTIFIERS- Europe

The proceedings of a 1999 international symposium on interpreting for deafblind people presents 15 papers and a report of a survey of 20 countries and 5 organizations concerning the roles, training, and rights of interpreters for deafblind people. The papers are: "European Deafblind Comparative Study--Interim Report" (Lynne Hawcroft, United Kingdom); "Roles and Functions of the Deafblind Interpreter--An Overview" (Leena Hassinen, Finland); "Models of Interpreter Training--An Overview" (Jacques Souriau, France); "Rights to Interpreter Services for Deafblind People--An Overview" (Caroline Ellis,

The Language Proficiency Handbook: A Practitioner's Guide to Instructional Assessment.
PUB DATE- 99
NOTE- 84p.; An accompanying CD-ROM is included.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Bilingual Education; Educational Policy; Elementary Secondary Education; *English (Second Language); *Evaluation Methods; *Language Tests; Preschool Education; Preschool Tests; Second Language Instruction; Second Language Learning; State Standards; Worksheets
IDENTIFIERS- Illinois

This guide is useful for pre-kindergarten educators who work with second language students who wish to document their students' language development over time. Although the purposes may vary among various practitioners and audiences, overall this handbook is intended to provide guidance in how to capture students' language proficiency in reliable and valid ways through instructional assessment activities. This handbook is built around a series of rubrics that serve as documentation forms for varied methods of assessment. The rubrics, representing holistic scales and focused-analytic matrices, cover four basic areas of language proficiency: listening; speaking; reading, and writing. Whenever possible, the connection between language and content is made. The instructional assessment ideas described suggest pathways towards second language learners' attainment of Illinois state English language learning goals: reading with understanding and fluency; writing to communicate for a variety of purposes; listening and speaking effectively in a variety of situations; and using the target language to communicate within and beyond the classroom to reinforce knowledge and skills across academic, vocational, and technical disciplines. To this end, each section/rubric contains the following: an overview and theoretical background; ideas for obtaining information; procedures on collecting, analyzing, and interpreting information; student samples with analyses; peer and self-assessments; student or class reporting forms; and caveats and suggestions. A glossary is appended. (Contains 13 references.) (KFT)

ED 444 356 FL 026 346

Jacobs, George M.; Ward, Christopher
Analysing Student-Student Interaction from Cooperative Learning and Systematic Functional Perspectives.
PUB DATE- 00
NOTE- 28p.; Earlier version presented at the International Systemic Functional Institute and Congress (Singapore, July 22-30, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Research/Technical (143)
DESCRIPTORS- Class Activities; *Classroom Communication; Classroom Techniques; *Cooperative Learning; Discourse Analysis; Educational Strategies; *Group Activities; *Interaction; Intermediate Grades; Language Patterns; Language Usage; *Linguistic Theory; Models; Oral Language; Science Instruction; Second Language Instruction; Second Language Learning; Structural Analysis (Linguistics); Student Participation; Teamwork; Theory Practice Relationship

Communications technologies such as Web-based conferencing and chat are being used increasingly around the world by instructors and students in either face to face or distance learning courses. While some discuss the affects of this phenomena, others are more focused on how these technological tools can be used in specific courses to achieve desired learning outcomes. This article shares experiences in using electronic conferencing in English for Speakers of Other Languages (ESOL) teacher education courses. It discusses strategies that have been used with electronic conferences, lessons learned, and implications for further research. Covered topics include instructional strategies for the WebBoard, WebBoard orientation, book reviews, chat rooms, and lessons learned. It is concluded that the technology involved remains only an enabler and facilitator of instruction. That all this can be meaningful and productive for the learner is a function of pedagogy; more specifically, skill in exploiting technology for language learning purposes and not of technology in and of itself. The WebBoard makes sharing and collaborating and engaging in high-level learning tasks feasible. The WebBoards not only facilitate learning, but they can redefine roles for the student and instructor, allowing students to be designers of their own learning by setting, regulating, and achieving goals that they have a large role in deciding. (A separate 6-page annex with screen captures is included.) (KFT)

ED 444 375   FL 026 367

Norstrom, Bjorn
Effects of Whole Language on EFL Students' Motivation.
PUB DATE- 99
NOTE- 73p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (Vancouver, BC, Canada, March 14-18, 2000).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; *English (Second Language); Foreign Countries; Higher Education; *Learning Motivation; Questionnaires; Second Language Instruction; Second Language Learning; *Student Motivation; Teaching Methods; *Whole Language Approach
IDENTIFIERS- Sweden

This paper reviews the history, definitions, descriptions, and current trends in whole language, an alternative language teaching philosophy. The entire construct of motivation is reviewed and defined. The purpose of this study is to investigate whether the implementation of the whole language approach affects student motivation in an English as a foreign language (EFL) university setting. Results show that the whole language approach had two effects on EFL university students' motivation: (1) all subjects were able to achieve their goals; and (2) 65 percent put in greater effort than in previous EFL studies, whereas 30 percent put in equal effort. The whole language approach had a positive influence on the students' motivation. The subjects reported several possible reasons for the positive results, including the following: the continuity of the course, being able to learn new material, enjoyment of the course and class activities, being able to keep up with the rest of the class, few opportunities to get off-task, higher expectations, interesting content, and improvement of language skills. The role of teachers and the attitudes of students were also held to be important factors. (Contains 25 references.)

written translation, reciting, and checking dictionaries. To help make this happen, the instructor engaged in learner interviews, class observation, and looking over student notebooks. The data showed that the adult ESL learners managed learning as a coordination of their personal needs, cognitive strategies, and previous learning experiences. Their personal needs usually consisted of their comparisons of English to the structure of their native languages, or social needs arising from problems in conducting daily routines such as shopping. Cognitive strategies generally included recall and comprehension practice. What was missing from nearly all of these learning strategies were higher strategies such as analysis, synthesis, and evaluation. (Adjunct ERIC Clearinghouse for ESL Literacy Education) (KFT)

ED 444 395 FL 801 397

Sandhu, Kiran
Reaching All Students in an ESL Class. Practitioner Research Briefs, 1999-2000 Report Series.
SPONS. AGENCY- Virginia Association of Adult and Continuing Education, Charlottesville.
PUB DATE- 00
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Classroom Communication; Classroom Observation Techniques; *Classroom Techniques; Computer Uses in Education; Cooperative Learning; Courseware; *English (Second Language); Immigrants; Interviews; *Learner Controlled Instruction; Learning Strategies; Limited English Speaking; Second Language Instruction; Second Language Learning; Student Needs; Teacher Education; *Teaching Methods

The focus of this practitioner brief is: What happens when students identify the skill areas they feel need the most work and then are given class time, resources, and strategies to work in these areas? This learning strategy was tried by one teacher of adult English as a Second Language (ESL) because the students in his class were either too far above or below the language ability norm in the class or were not making adequate progress in their English language learning. The instructor decided to give students time and resources in class, as well as strategies to work on their goals outside of class, so that each student's individual needs would be met. In addition, he arranged to have higher and lower students work with volunteers, used tiered cooperative learning activities so that all were working within their skill level, provided multiple level reading exercises, had extension activities ready for students who finished their work quickly, and matched students with computer software appropriate to their needs and learning level. In the end, the teacher's strategies for supporting and encouraging learner-directed learning did not work. Students recognized where their weaknesses were, but they could not on their own productively use the extra time and resources to make progress. Using volunteers, computer software, and textbooks was more effective. (KFT)

ED 444 396 FL 801 398

Eager, Carol
Messages Conveyed by an Adult Learning Center. Practitioner Research Briefs, 1999-2000 Report Series.
SPONS. AGENCY- Virginia Association of Adult and Continuing

expensive for the individual institutions and has provided important lessons about cooperation among academic institutions. (Contains 26 references.) (RH)

ED 444 415   HE 033 050

Kaufmann, Susan W.; Sharp, Sally; Miller, Jeanne E.; Waltman, Jean
Michigan: A Smart State for Women? Women and Higher Education.
PUB DATE- 00
NOTE- 29p.; "With funding by the Nokomis Foundation."
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Access to Education; Day Care; *Education Work Relationship; Educational Attainment; Educational Finance; Educational Opportunities; Equal Education; Federal Aid; *Females; Grants; *Higher Education; Labor Market; Poverty; Public Colleges; Scholarships; State Aid; State Colleges; Student Financial Aid; Tuition; Unemployment; Welfare Services; *Womens Education
IDENTIFIERS- *Michigan; Welfare Reform

This report examines the importance of education to women and the effects of tuition, state and federal aid programs, child care, and welfare policies on Michigan women's access to higher education. Sections of the report address the following issues: (1) why the education of women matters, noting that postsecondary education is the primary means of training women for long-term, high-wage employability; (2) the need for an educated work force to help Michigan meet business needs, reduce unemployment, decrease poverty, and strengthen families; (3) education levels of Michigan women, noting that Michigan women enter higher education institutions at a high rate but rank lower in completion rates; (4) who pays for postsecondary education in Michigan, examining scholarships and grant programs; (5) why Michigan tuition is high, reviewing public college revenues from state appropriations; (6) how the availability of child care affects educational opportunity, examining how lack of appropriate child care burdens student parents; and (7) why welfare reform limits poor women's educational opportunities. Policy recommendations regarding education, financial aid, child care, and welfare are offered. (Contains 60 references.) (SM)

ED 444 416   HE 033 068

Two Decades of Reform in Higher Education in Europe: 1980 Onwards. Eurydice Studies.
SPONS. AGENCY- Commission of the European Communities, Brussels (Belgium). Directorate-General for Education and Culture.
PUB DATE- 00
NOTE- 257p.; Also available in French. CD-ROM titled "National Descriptions of Higher Education Reforms between 1980 and 1998" is not available from ERIC. The authors of the comparative analysis are Angelika Harvey, Janet Hunter, and Arlette Delhaxhe.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; Block Grants; College Admission; Curriculum Development; *Educational Change; Educational Finance; Educational Legislation; Educational Policy; Evaluation Methods; Foreign Countries; Governance; *Higher Education; Nontraditional Students; School Holding

classroom, it compares advantages and disadvantages of instructor-graded formative assessment with the suggested self-grading technique. The latter allows the instructor: (1) to see the learner's initial response, (2) to see what information the learner has gained from the discussion session, (3) to measure the learner's level of comprehension, and (4) to review only one set of papers in order to make small adjustments in the learner's understanding. A graphing activity and a self-assessment rubric are appended. (CH)

ED 444 434   HE 033 171

Post-Secondary Safe Schools, 1999. Final Report.
PUB DATE- 99
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Campuses; *Crime Prevention; *Higher Education; Law Enforcement; *Prevention; *School Safety; *School Security; Security Personnel; *Violence
IDENTIFIERS- *Minnesota

This report on safety in Minnesota's secondary and postsecondary schools assesses and evaluates the impact of existing laws and programs on school safety and anti-violence and recommends changes in law or policy to increase safety and curb violence. The report is based on a 1995-97 survey of postsecondary students, interviews with campus security directors, and information from campus law enforcement administrators. The report makes the following recommendations: all postsecondary institutions should implement basic safety measures, including regularly patrolled campus routes, escort services, and crime prevention classes; campus safety officials should involve students in development of crime prevention initiatives; institutions should provide sexual assault awareness and prevention programs and make victim assistance services available; postsecondary institutions should recognize and address alcohol and drug abuse and its relationship to crime; crime reporting procedures should be improved throughout the state; campus and community relations should be improved; minimum professional standards should be established for hiring and training of safety and security personnel; campus security departments and local law enforcement agencies should develop and maintain communication protocols to ensure that relevant safety and security information is exchanged; and access to criminal, motor vehicle, and applicable state and federal databases should be made available to campus security directors. (MKA)

ED 444 435   HE 033 194

Yaw, Dorothy Carole; Gilman, David
A Comparison of Final Grades of Distance Learners to Classroom Learners.
PUB DATE- 99
NOTE- 14p.; Page 10 contains interlinear handwritten corrections.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Distance Education; *Grade Point Average; *Grades (Scholastic); Graduate Students; Graduate Study; Higher Education; Teaching Methods; Telecommunications
IDENTIFIERS- *Indiana State University

This study compared the final grades of 118 traditional classroom expected of full-time staff. By the part-time staff members' own admission, their commitment to staff development, attendance at staff and team meetings, and extracurricular support for students were significantly lower than even college managers perceived. Six recommendations for improving management of part-time faculty were proposed. (Ten tables/figures and 17 references are included. Appended are the following: 28 figures summarizing the results of the part-timers and college surveys; 3 tables detailing lecturing staff mode and teacher training qualifications; overview of the FEFC cost-benefit analysis system for staff development activities; and model induction checklist.) (MN)

ED 443 956 CE 080 498

Owen, Jane
It's a People Thing: Demystifying College Information.
PUB DATE- 00
NOTE- 48p.; "With Jeff Alterman and Phill Walkley." Edited by Jackie Mace.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- College Programs; Computer Uses in Education; *Educational Administration; Educational Policy; Educational Research; Foreign Countries; Guidelines; *Information Management; Information Sources; *Information Systems; *Information Technology; *Management Information Systems; Postsecondary Education; Technical Institutes; Theory Practice Relationship; Vocational Education
IDENTIFIERS- *College Information System; Intranets; *United Kingdom

This booklet, which is intended for United Kingdom further education (FE) college staff at all levels, illustrates ways FE colleges have used information technology (IT) to manage their college information and ensure its accuracy. Section 1 provides an overview of the information-related problems encountered by FE colleges and summarizes key issues arising from the research, including the need for FE colleges to regard their information as college information (CI) rather than closely held management information. The following are among the topics discussed in sections 2-12: (1) vision, culture, and the role of management (promoting the use of CI and IT); (2) information system infrastructure (in-house databases, online assessment, new system development); (3) policy (practical policies for development, open availability of data, data checks, self-assessment); (4) procedures (key areas to consider when developing procedures, Intranets for publishing college procedures); (5) regular review; (6) auditing data; (7) development of online CI systems; (8) the CI manager (importance of separating the CI management role from the IT management role); (9) relationships with suppliers; (10) payback; and (11) good sources of advice. Section 13 lists two useful print sources of information for CI staff along with the addresses of five helpful organizations and Web sites. (MN)

ED 443 957 CE 080 499

Hughes, Maria
Quality Improvement in the Work-Based Sector: Summary Report. FEDA Comments.

Learning: Global Internet Colloquium (June-October 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; *Adult Educators; *Educational Environment; Educational Objectives; Educational Planning; Educational Practices; Educational Principles; Educational Theories; Environmental Influences; Foreign Countries; Higher Education; Learning Processes; *Lifelong Learning; Student Role; Systems Approach; *Teacher Role; Teacher Student Relationship; *Teaching Methods; Theory Practice Relationship
IDENTIFIERS- Contextual Learning; *Situated Learning; *United Kingdom

The United Kingdom does not yet have any lifelong learning pedagogies. The country has a stratified and segmented educational system, with little connection between those sectors that might be regarded as contributing to the concept of lifelong learning. The reasons for this lack of connections between sectors were examined during an 18-month study that included a literature review and resulted in identification of the following pedagogic "identities" assumed by adult educators: educator as critical practitioner; educator as psycho-diagnostician and facilitator of learning; educator as reflective practitioner; educator as situated learner within a community of practice; and educator as assurer of organizational quality and efficiency and deliverer of service to agreed or imposed standards. These identities were analyzed within the following conceptual dimensions: learning within a community versus individualized learning; disciplinary community versus pedagogic community; moral and social accountability versus organizational accountability; educator as "person in the world" versus anonymous/invisible educator; and student as "person in the world" versus anonymous/invisible learner. The analysis established that it is impossible to disentangle learners' situatedness from the educative process and that the split between adult education and higher education lies at least partly in the relationship between pedagogical theory and practice. (Contains 38 references.) (MN)

ED 443 975 CE 080 527

Noncredit and Adult Education: Challenges, Opportunities, Changes. Final Report.
PUB DATE- 98
NOTE- 46p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Basic Education; Adult Education; College Programs; *Community Colleges; Continuing Education; Educational Finance; *Educational Improvement; *Educational Planning; *Educational Policy; Immigrants; *Noncredit Courses; *Statewide Planning; Two Year Colleges
IDENTIFIERS- *California; California Community Colleges

This final report of the Joint Board Task Force on Noncredit and Adult Education describes a comprehensive set of 12 recommendations relative to K-12 adult education programs and noncredit programs offered by California community colleges. The report is a collaborative effort of the California State Board of Education and the Board of Governors of the California Community Colleges. The data for the report were gathered through five public meetings throughout the state at which

Perspectives on Adult Education and Training.
PUB DATE- 00
NOTE- 270p.; Published by Zed Books, Ltd.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *Adult Learning; Adult Literacy; Capitalism; Case Studies; Definitions; *Developing Nations; *Economic Development; Economically Disadvantaged; Educational Finance; Educational Needs; Educational Objectives; Educational Philosophy; Educational Practices; Educational Research; Educational Theories; Ethnic Bias; Ethnic Groups; Financial Support; Foreign Countries; Foreign Policy; Government School Relationship; Imperialism; International Cooperation; Literacy Education; Marxism; *Political Socialization; Politics of Education; Popular Education; Research Needs; *Role of Education; Sex Bias; *Social Change; Social Class; Theory Practice Relationship
IDENTIFIERS- Botswana; Equality (Social); Neoliberalism; *Political Economics; Populism; Radicalism

This book, which is based on a broad concept of adult education that embraces all forms of organized learning undertaken by adults, draws on empirical information and case studies to provide a theory of applied political economy to explain the interface between society and adult education in developing countries. The following are among the topics discussed: (1) the political economy approach (Marxist political economy and recent critiques of Marxism); (2) the political economy of adult education (the radical tradition in adult education, political economies of adult education); (3) adult education and development theory (modernization theory, dependency theory, neoliberal theory, populism, political economy); (4) imperialism, aid, and adult education (aid as imperialism, aid and adult education, a research agenda on aid and adult education, aid to Botswana's adult education sector, Botswana's National Literacy Programme); (5) social inequality and adult education (social inequality in peripheral capitalism, social inequality and adult education, a research agenda on social inequality and adult education, and a case study of class and adult education in Botswana); and (6) the state, civil society, and adult education (a research agenda and a case study of the state, adult education, and adult education campaigns and programs in Botswana). (Contains 363 references.) (MN)

ED 443 993 CE 080 560

Meeker, Darin J.; Stankovich, Christopher E.; Kays, Todd M.
Positive Transitions for Student Athletes: Life Skills for Transitions in Sport, College & Career.
PUB DATE- 00
NOTE- 210p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Achievement; *Athletics; Behavioral Objectives; Career Choice; *Career Education; Career Exploration; Career Guidance; Career Information Systems; Career Planning; Communication Skills; Computer Uses in Education; Coping; *Daily Living Skills; Decision Making; Definitions; *Education Work Relationship; Educational

Designed for Ohio educators responsible for planning programs to prepare high school students for careers in transportation, this document presents an overview of Ohio's Integrated Technical and Academic Competencies (ITAC) system of career-focused education and specific information about the transportation subcluster of the industrial and engineering systems ITAC career cluster. The first half of the document, which introduces the ITAC system's underlying principles and elements, contains the following items: (1) descriptions of the three types of integrated competencies (core, career cluster, and specialization) forming the ITAC model; (2) guidelines for using ITAC; (3) an explanation of the components of the 51 core ITAC; and (4) a table detailing the academic connections in the core ITAC. The second half of the document, which focuses on the transportation subcluster ITAC, is divided into six sections, each of which focuses on one of the following strands deemed essential for all careers: solving problems and thinking skillfully; communicating effectively; applying technology; working responsibly; planning and managing a career; and managing resources. Each section contains the following items: expectation; competencies; sample scenario; sample guiding questions; connections to core ITAC competencies; connections to academic models; and connections to Ohio's proficiency tests and ACT Work Keys. (MN)

ED 444 009 CE 080 578

Auto Collision Technician: An Instructional Guide for Teachers.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Career-Technical and Adult Education.
PUB DATE- 99
NOTE- 570p.; Instruction is tied to the Task List of the National Automotive Technicians Education Foundation (NATEF) for Automotive Service Excellence (ASE) Certification. For Auto Technician Guide for Teachers, see CE 080 579.
LANGUAGE- English
EDRS Price- MF02/PC23 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Auto Body Repairers; Behavioral Objectives; *Competency Based Education; Curriculum Guides; Grade 11; Grade 12; High Schools; *Industrial Arts; Learning Activities; Motor Vehicles; Painting (Industrial Arts); *Performance Based Assessment; *Repair; Safety Education; Teaching Guides; Technology Education; Units of Study
IDENTIFIERS- *Automotive Collision Appraisal; National Automotive Technicians Educ Foundation; Ohio

This guide is designed to help teachers in auto collision technician programs for grades 11 and 12 teach the critical competencies of the program. The critical competencies covered are the High Priority-Individual (HP-I) competencies in Ohio's Occupational Competency Assessment Profile (OCAP) for Auto Collision Technician. HP-I competencies are those that require students to demonstrate hands-on competency to the instructor on an individual basis. Teacher materials include program/instructor resources, program basics, additional program elements, and activity options. Units 1-5 cover the following areas (with number of HP-I competencies in parentheses): structural analysis and damage repair (23); non-structural analysis and damage repair (40); mechanical and electrical components (39); plastics and adhesives (5); and painting and refinishing (3 HP-I and 7HP-General). Unit 6 covers basic shop and safety practices. The Competency Development Guides (CDGs) are designed to provide suggestions

Educational Needs; Educational Policy; *Educationally
Disadvantaged; *Enrollment Influences; Focus Groups; High
School Equivalency Programs; Interviews; Marketing;
*Participation; Policy Formation; Predictor Variables; Research
Needs; Sex Differences; State Surveys; *Student Recruitment
IDENTIFIERS- Educational Marketing; General Educational
Development Tests; *Kentucky

The reasons why undereducated individuals choose not to participate in adult education were examined in a comparative, qualitative case study that was conducted in eight nonmetropolitan sites (including the pilot site) in diverse economic regions across Kentucky. Data were collected from the following sources: in-depth interviews with 84 adults (10-15 at each site) who had not chosen to participate in adult education; 4 focus group interviews; and 5 informational interviews. Key findings included the following: (1) adult education programs compete directly with everyday priorities such as work, family, and community responsibilities; (2) the public perceives adult education as General Educational Development (GED) certificate preparation; (3) undereducated adults often do not perceive the GED as an appropriate goal; and (4) there is no single marketing campaign that will reach the diverse population of undereducated nonparticipants in adult education. It was concluded that, to be more effective, adult education providers must assume a client-centered philosophy of practice that respects prior experience, prioritizes relevant content, and emphasizes a problem-solving approach to learning. Eighteen implications for program providers, professional development consultants, and policymakers were identified, along with four areas for further study. (Appended are the following: study methodology; interview protocol; and quantitative results. The bibliography contains 44 references.) (MH)

ED 444 026 CE 080 608

Shahan, Victoria; Arendt, Cynthia K.; Pohl, Deborah
Implementation Handbook for Family and Consumer Sciences:
Including Scope & Sequence, Program Evaluation, and Critical
Thinking Process. Second Edition.
SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary
Education, Jefferson City. Div. of Vocational and Adult
Education.
PUB DATE- 00
NOTE- 183p.; Produced with the Missouri State Department of
Elementary and Secondary Education, Family and Consumer
Sciences Education.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
Classroom Use - Teaching Guides (For Teacher)
(052),Guides/Methods/Techniques (For Practitioners) - Non-
Classroom Use (For Administrative and Support Staff, and for
Teachers, Parents, Clergy, etc. in Non-Classroom situations)
(055),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Academic Standards; Behavioral Objectives; Classroom
Techniques; Competence; Competency Based Education; Consumer
Education; *Consumer Science; Critical Thinking; *Curriculum
Development; Definitions; Education Work Relationship;
Educational Improvement; Educational Objectives; Educational
Quality; Elementary Secondary Education; Employment
Qualifications; Evaluation Criteria; Evaluation Methods;
*Family Life Education; Guidelines; Home Economics;
Instructional Design; Integrated Curriculum; Job Skills;

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Career Exploration; Career Planning; Higher Education; *Lesson Plans; Research Skills; Undergraduate Students

This paper describes an undergraduate level course developed with the dual agenda of teaching students basic empirical research skills and permitting them to explore concerns related to the workplace. Familiarizing students with workplace issues can assist them in making appropriate career choices and can help them to formulate plans for making a difference in the organizations they will soon join. While reading and discussing issues related to the workplace can foster greater awareness and understanding, these somewhat detached and impersonal ways of learning do not always fully engage students. In order to address this, an Introductory Research Methods class was invited to participate in an active engagement experience involving conduct of an empirical investigation of employee attitudes. Members of the class selected the topic for their research consensually. They then defined the variables they wanted to investigate, including the relationship between the size of the workplace, gender and age of the employees, job satisfaction, level *of stress, engagement in discretionary* activities, technology training satisfaction, and problems in juggling competing responsibilities. They surveyed workers at a variety of companies and analyzed the data. The class discussed their findings at length and developed an action plan based on problems detected through their study. The results of their efforts were presented at a local psychology research conference. The students reported extremely high satisfaction with this learning experience and requested to use this method again in additional courses. The appendix includes samples of the papers these novice research students produced as a visible product of their active engagement with the subject matter. Also included is a lesson plan that lists topics covered over the 15-week undergraduate course, an un-graded pretest, and excerpts from the midterm exam. (Author/MKA)

ED 444 044 CG 030 015

Building Safe and Strong Communities through Collaboration.
PUB DATE- 98
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Child Abuse; *Child Neglect; *Cooperation; Evaluation; Objectives; Prevention; Program Implementation; *Public Agencies; Strategic Planning

Much-needed initiatives to treat the immediate and long-term consequences of child abuse and neglect are costly. To address steadily growing needs cost-effectively, federal programs increasingly require community agencies to collaborate in providing services to children, youth, and families. Moreover, policymakers increasingly aim to capture the social and economic benefits of preventing abuse and neglect by supporting programs designed to strengthen families and communities. Many agencies and organizations have responded to community needs structure of information and guidance centers. Another is the issue of social and workplace integration of young people from various cultures. Unequal access to relevant information on training, careers, and employment is a key factor contributing to social problems. Several recommendations for actions required for problem solving include: reforming student guidance-allocation procedures in secondary schools; giving information and guidance centers legal status, clarifying their mission, and coordinating their activities with those of other structures; supervising practices; and providing universal access to accurate, relevant information on training and careers. Appendices include: "Statistical Data from Generation 92" and "The Devaluation of Degrees." (Contains 22 references.) (JDM)

ED 444 063   CG 030 158

Hass, Hubert
Career Development in Germany.
PUB DATE- 00
NOTE- 17p.; In: Making Waves: Career Development and Public Policy. International Symposium 1999 Papers, Proceedings, and Strategies (Ottawa, Ontario, Canada, May 2-4, 1999); see CG 030 145.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141),*Speeches, Conference Papers,* "Papers Presented at..." (150)
DESCRIPTORS- Adult Vocational Education; *Career Development; Counselor Training; Elementary Secondary Education; Employment Counselors; Foreign Countries; Global Approach; *Government Role; Job Training; Public Education; *Public Policy
IDENTIFIERS- *Germany; Social Security

In Germany, after elementary school, the school system splits into three branches, with students either preparing for an apprenticeship or continuing in school. A second system exists, parallel to this education system, which combines general education with basic professional training. The first key career decision point is in Grade 4, when parents decide which branch of the general education system their children will attend. The Federal Labour Exchange Office is authorized by federal law to offer career development and employment services. Private and volunteer agencies also provide employment services. All universities offer free counseling to students, and all high schools regularly have one counseling teacher. Staff development has taken on increased importance in Germany in response to the rapid changes in organizations, and up to now there has been no publicly accessible training facility. Several policy issues related to career development services in Germany have emerged. They include policy issues regarding career development services, German and European unification, and ecological restructuring of society. Key issues for future consideration include globalization, the changing nature of work, and funding the Social Security System. The action steps extend to other countries as well and include awareness of the limitations of globalization, and cooperation replacing competition. (JDM)

ED 444 064   CG 030 159

McCarthy, John; Coyle, Breeda
Career Development Services in Ireland.

perceptions of home-school relations and learning climate, and the rates of commission of six categories of offenses leading to suspensions. The most salient risk factor for disorder and violence for DOD-connected students and for most students in Hawaii is large school size. On most measures, the schools with high percentages of DOD dependents compared favorably with statewide averages for comparable schools. Exceptions were drug offenses related to smoking cigarettes. (Contains 16 references.) (MKA)

ED 444 083 CG 030 233

Evaluation of Grant Funded School Resource Officer Programs.
PUB DATE- 00
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Crime; High Risk Students; High Schools; Law Enforcement; Middle Schools; Police; School Safety; Student Attitudes
IDENTIFIERS- Staff Attitudes; *Virginia

This report presents findings from the Virginia Department of Criminal Justice Services ongoing evaluation of local School Resources Office (SRO) programs. Evaluation data were obtained from 3,244 Student Incident Reports (SIR), a survey of 2,067 school staff, a survey of 11,864 middle school and high school students, and 104 SRO quarterly Activities Reports. Of all SIR reported incidents, 48% were crimes against persons; 18% were property crimes; 10% were drug related; and 2% were gang related. The incidents occurred primarily outside the school building, in classrooms, and in school corridors. The average number of incidents per middle school grade was higher than that per high school grade. Nine types of offenses accounted for 68% of the incidents. Eight-five percent of the offenders were students, and 76% of these were male; 24% of the victims were school staff, and 50% of all victims were female. Quarterly reports provided evidence that SROs are actively pursuing the goals and objectives associated with their designated roles. SROs are also gaining acceptance as players in school disciplinary processes and are increasing the usage of school and community resources for resolving conflict, adding victims, and reducing the destructive impulses of at-risk youth. Overall, Virginia's SRO programming was found to be strongly endorsed by students and staff and vitally active as a force against school-based crime. (MKA)

ED 444 084 CG 030 234

School Resource Officer Facts: Findings from the Fall 1999 DCJS Survey of Virginia SRO Programs.
PUB DATE- 00
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Crime; Elementary Secondary Education; Law Enforcement; Police; School Safety
IDENTIFIERS- *Virginia

This report provides results from the Fall 1999 Department of Criminal Justice Service Survey of Virginia School Resource Officer (SRO) Programs. Through this study, all Virginia police departments and sheriff's offices with primary responsibility for patrol, crime prevention, and community policing within

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cooperation; Empowerment; *High School Students; High Schools; *Leadership Training; Personal Autonomy; Self Efficacy; Self Evaluation (Individuals)
IDENTIFIERS- Alabama (Birmingham); *Boy Scouts of America

This paper describes the Leadership Opportunity Forums for high school students sponsored by the Explorer's Post of the Birmingham Area Council of the Boy Scouts of America. The goal of the forum was to increase student leadership behaviors through informational sessions, needs assessment, informal discussions, shared meals, outdoor physical activities, and cooperative social/recreation time. Students greatly enjoyed the opportunities to learn more about themselves and receive peer support and guidance from interested adult facilitators. The combination of instruction about leadership characteristics with individual assessment group exercises was effective in promoting the development of leadership skills in youth. As a result of the forum, each student drafted a personal plan to continue self-exploration and growth as community leaders. Figure 1 is "Sample Agenda for First Day of Leadership Opportunity Forum"; Figure 2 is "Questions for Small Group Discussions"; Figure 3 is "Student Worksheets for Leadership Development." (JDM)

ED 444 106 CG 030 312

Mitchell, Robert
Documentation in Counseling Records. Second Edition. The ACA Legal Series.
PUB DATE- 01
NOTE- 104p.; For the "Documentation in Counseling Records" Volume 2 document, see ED 337 719.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Accountability; Case Records; *Confidentiality; Counseling; Counselors; Disclosure; *Documentation; Ethics; Human Services; Legal Responsibility; Privacy; *Records Management

In an age of legal, clinical, and fiscal accountability, record keeping is an important component of professional counseling. The second edition of this book is intended to be used to: (1) explain the uses of a case record and who has access to it; (2) comprehend everyday problems associated with ineffective communication, including how records can be used against a person; (3) increase the awareness of legal trends; (4) demonstrate how records can be used to enhance the service relationship and promote consumer empowerment; and (5) help counselors face the challenges of accountability and ensure their ability to meet human needs. The overall goal of this publication is to help with risk management. The principles included are relevant to the job experience of all social service and health care professionals. Sections are included on the following topics: "Documentation: An Attorney's Perspective"; "A Comparison: Testifying in Court and Documenting in the Record"; "Documentation: An Auditor's Perspective"; "Electronic Records and Traditional Paper Records"; "Documentation: A Co-Worker's Perspective"; "Essential Elements in the Initial Assessment"; and "Documentation: A Client's Perspective." (Contains 20

Research; Research Needs; Teacher Education
IDENTIFIERS- Phonemic Awareness; *Reading Fluency

This report presents the reports of the subgroups of the National Reading Panel, charged by Congress to assess the status of research-based knowledge, including the effectiveness of various approaches to teaching children to read. Each of the chapters 2 through 6 contains its own executive summary and appendixes in addition to the report of the subgroup. Chapter 1, Introduction and Methodology, discusses the processes applied to the selection, review, and analysis of research relevant to reading instruction. Chapter 2, Alphabetics, contains sections on phonemic awareness instruction and phonics instruction. Chapter 3 addresses reading fluency. Chapter 4 addresses comprehension (containing sections on vocabulary instruction, text comprehension instruction, and teacher preparation and comprehension strategies instruction). Chapter 5 presents the report of the subgroup on teacher education and reading instruction. Chapter 6 addresses computer technology and reading instruction. The report concludes with a minority view that argues the report of the panel neither responds to its charge nor meets the needs of America's schools. (RS)

ED 444 128 CS 014 074

Lyon, G. Reid
Overview of Reading and Literacy Initiatives.
PUB DATE- 98
NOTE- 19p.; Statement given to the Committee on Labor and Human Resources, Rm. 430, Senate Dirkson Bldg., Washington, DC, April 28, 1998. See CS 014 072-075 for related documents.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Education; *Instructional Effectiveness; Literature Reviews; Longitudinal Studies; *Phonics; *Reading Comprehension; *Reading Difficulties; *Reading Instruction; *Reading Research; Teacher Education
IDENTIFIERS- *Reading Fluency

In the form of a statement to United States Senate Committee on Labor and Human Resources, this paper presents an overview of reading and literacy initiatives. It begins with a brief discussion of the seriousness of reading failure in the United States and then discusses longitudinal studies conducted by the National Institute of Child Health and Human Development that are underway to identify conditions that foster string reading development, risk factors that predispose youngsters to reading failure, and instructional procedures to ameliorate reading deficits. The remaining sections of the paper address the questions of: (1) how children learn to read; (2) why some children (and adults) have difficulties learning to read; and (3) how educators and others can help children learn to read--which teaching approaches are most beneficial for which children at which states of reading development. (RS)

ED 444 129 CS 014 075

Teaching Children To Read Videotape .
SPONS. AGENCY- National Inst. of Child Health and Human Development (NIH), Bethesda, MD.
PUB DATE- 00
NOTE- 0p.; See CS 014 072-074 for related documents.
LANGUAGE- English

PUB DATE- 99
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Class Activities; Early Childhood Education; *Emergent Literacy; Oral Language; Oral Tradition; Reading Comprehension; Reading Skills; Spelling; *Story Telling; Word Recognition

Many storytellers, educators, and researchers advocate that storytelling can contribute significantly to early literacy development. Early childhood education needs to embrace literacy programs that actively employ storytelling to bridge students' established oracy skills and their newfound literacy skills. By doing this, children will encounter a broad range of language: new words, archaic expressions, puns, phrases, rhymes, metaphors, and more. This establishes an extensive oral language base which builds literacy skills, such as word recognition, spelling, grammar, literary conventions, and comprehension. It is essential to present storytelling and literacy experiences that are meaningful to the children, and therefore their social and cultural experience needs to be reflected in the choice of stories and the choice and use of text. Teachers should cultivate the development of children's literacy skills by providing opportunities to play with words, with story, and with text. (Contains 16 references.) (SR)

ED 444 148 CS 014 097

Tiedt, Iris McClellan
Teaching with Picture Books in the Middle School.
PUB DATE- 00
NOTE- 228p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Childrens Literature; Class Activities; Creative Thinking; Cultural Awareness; Cultural Differences; Lesson Plans; Literature Appreciation; *Middle Schools; Multicultural Education; *Picture Books; Reading Improvement; *Reading Instruction; Thematic Approach; Thinking Skills

Arguing that picture books have much to offer students in the upper grades (including middle school and even high school students), this book discusses using picture books to stimulate students' thinking in a variety of topic areas. Chapter 1, Using Picture Books in the Middle School To Stimulate Thinking, introduces the topic of using picture books to enhance teaching in middle school classrooms. Chapter 2, Sharing Our Literary Heritage, delves into the resource of Mother Goose rhymes and nursery tales and suggests reasons and ways for engaging older students with these verses and stories. Chapter 3, Promoting Reading Development, focuses on using picture books to support the development of reading abilities; while chapter 4, Stimulating Thinking, Talking, and Writing, examines additional ways of developing literacy skills with particular attention to writing. Chapter 5 is entitled Extending Student Knowledge about Language and Literature; and chapter 6, Understanding and Appreciating Diversity, addresses the important study of diversity in our multiculture. Chapter 7, Crossing the Curriculum, looks at picture books that can help develop studies in the social studies, mathematics, and science teachers themselves. On one hand, the need for literacy to be reconceptualized and redefined in the face of rapid change seems overwhelming. On the other, definitions of literacy, particularly as they are enacted in curriculum and assessment policies and in schools, for the most part remain largely print based. A pilot study with four teachers in two secondary schools in Australia explored the implications of the new technologies for literacy and the English curriculum. The focus was on what it might mean to extend the range of texts studied in English to incorporate games, on the nature of computer games as narratives and text, and on changing constructions of literacy as they were reflected in this instance in the planning, teaching, and evaluation of the unit on computer games as texts of the new technologies. Joint planning sessions were held with the teachers. Findings suggest computer games in the classroom do bring "mayhem," not least in the technological, copyright, and classifications (ratings) involved. Yet at the same time, there is also "magic" in the texts themselves in the engagement of many students more commonly bored or marginal with traditional texts and subject matter. (Contains 23 references.) (NKA)

ED 444 169   CS 217 219

Lankshear, Colin; Knobel, Michele
Critical Literacy and New Technologies.
PUB DATE- 98
NOTE- 32p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; *Communications; Elementary Secondary Education; *English Curriculum; English Instruction; Foreign Countries; *Instructional Innovation; Models
IDENTIFIERS- *Australia; *Critical Literacy; Critical Pedagogy; Technology Integration

Increasingly in Australia, attention is being given in English or language education to core or functional literacy conceived as print mastery, alongside literature, and critical literacy. The Queensland Years 1 to 10 English syllabus evinces an attempt to organize such qualitatively distinct "literacies" under a burgeoning conceptual and theoretical umbrella. The result is a syllabus which many regard as "unwieldy, if not incoherent, bursting at the seams, and often palpably unsuccessful" at the level of classroom implementation. This paper considers a different approach to understanding literacy in general and critical literacy in particular. This approach aims to transcend the earlier kind of compartmentalized view and develops a sociocultural view of literacy as necessarily involving three dimensions: "operational," "cultural," and "critical." According to the paper, an integrated view of literacy in practice and in pedagogy addresses all three dimensions simultaneously; none has any priority. The paper describes and discusses the three dimensions in detail. It outlines the elements of a framework for critical literacy and relates them to some examples encountered around Brisbane of young people exploring new technological literacies in varied settings. Examples in the paper involve school students and young adults who worked within a community-based space called GRUNT during 1995-97. The paper concludes by envisaging

Curriculum; *English Instruction; Instructional Effectiveness; Poetry; Political Attitudes; Politics of Education; Secondary Education; Student Needs; Student Research; *World Wide Web; *Writing Instruction
IDENTIFIERS- *Critical Literacy; *Multimedia Technology

This publication contains journal essays and book chapters (from publications of the National Council of Teachers of English) dealing with trends and issues in secondary English education. The publication's first section, "The World Wide Web in the Classroom," contains the following articles: (1) "Journey into Cyberspace" (Judith L. Scott); (2) "Using the Web for High School Student Writers" (Ted Nellen); (3) "Surfing the Net: Getting Middle School Students Excited about Research and Writing" (Jean Boreen); (4) "Oh, What a Tangled Web We've Woven! Helping Students Evaluate Sources" (Susan A. Gardner, Hiltraut H. Benham, and Bridget M. Newell); and (5) "Poetry and the Internet" (Albert B. Sommers). Articles in the second section, "The Reemergence of Critical Literacy," are: (6) "Critical Literacy: Teaching Reading, Writing, and Outrage" (Linda M. Christensen); (7) "Reading Practices/Readings" (Brian Moon); (8) "'And Justice for All': Using Writing and Literature To Confront Racism" (Griselle M. Diaz-Gemmati); (9) "Teaching English across the Technology/Wealth Gap" (Charles Moran and Cynthia L. Selfe); and (10) "Writing To Think Critically: The Seeds of Social Action" (Randy Borner). Articles in the third section, "Aesthetic Appreciation versus Critical Interrogation," are: (11) "Diversifying Curriculum in Multicultural Classrooms: 'You Can't Be What You Can't See'" (Elizabeth Radin Simons, with Kathy Daniels, Junia Yearwood, and Darcelle Walker); (12) "Where Life and Art Intersect" (Carol Jago); (13) "Quiet Times: Ninth Graders Teach Poetry Writing in Nursing Homes" (Randi Dickson); (14) "Assessing the Teaching and Learning of Poetry" (Albert B. Somers); and (15) "At Home with Poetry: Constructing Poetry Anthologies in the High School Classroom" (Anthony J. Scimone). (SR)

ED 444 189 CS 217 247

Graham, Bonny, Ed.
Trends & Issues in Elementary Language Arts, 2000 Edition.
PUB DATE- 00
NOTE- 244p.; See ED 434 339 for 1999 edition.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- *Critical Thinking; *Educational Practices; Elementary Education; Instructional Effectiveness; Justice; *Language Arts; *Political Attitudes; Politics of Education; Social Problems; *Writing Instruction
IDENTIFIERS- *Critical Literacy

This publication contains journal essays and book chapters (from publications of the National Council of Teachers of English) which address trends and issues in elementary language arts education. The following articles appear in the publication's first section, "Writing and a Move to New Literacies": (1) "Sacred Cows: Questioning Assumptions in Elementary Writing Programs" (Brenda Power and Susan Ohanian); (2) "Learning To Write: Honoring Both Process and Product" (JoAnn Portalupi); (3) "Putting Ourselves on the Line" (Pat McClure and Linda Rief); and (4) "Understanding and Transforming the Meaning of Our Lives through Poetry, Biographies, and Songs" (Cecilia M. Espinosa and Karen J. Moore). Articles in the second section, "Critical Literacy," are: (5) "Critical Literacy: Teaching Reading, Writing, and Outrage" (excerpt) (Linda M.

Mobius strip, and a chicken) that serve as metaphors for teachers, the teaching profession, and the teacher's role. The videotape runs approximately 75 minutes. (RS)

ED 444 211 CS 510 394

Broyles, Sheri J.
A View from the Ivory Tower to the Real World: A Survey of Those Who Teach Advertising Creative Courses.
PUB DATE- 00
NOTE- 22p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (83rd, Phoenix, AZ, August 9-12, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Advertising; *College Faculty; Higher Education; National Surveys; Portfolios (Background Materials); *Teacher Attitudes; *Teaching Methods; Theory Practice Relationship

A national survey of educators in advertising creative classes asked about teaching challenges as well as the same open-ended questions asked of Creative Directors in the Kendrick, Slayden, and Broyles (1996) study. Results showed some differences but more striking similarities. Both professors and professionals agree on the importance of conceptual ability and the portfolio for the entry-level creatives as well as bringing working professionals into the classroom. Findings suggest that the Ivory Tower and the Real World may not be all that different. (Contains 18 references and 3 tables of data.) (Author/RS)

ED 444 212 CS 510 395

Jackson, Valery L.
To Be or Not To Be? An Exploration of Issues Involved in Drama Program Development at Harris County High School.
PUB DATE- 00
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrator Attitudes; Curriculum Development; *Drama; *Dramatics; High Schools; Interviews; Literature Reviews; Program Descriptions; Program Development

The purpose of this paper is the exploration of various issues surrounding the ongoing development of the drama/performing arts program at Harris County High School in Hamilton, Georgia. Eventually, the information collected will be assimilated into a dissertation at Auburn University. For this segment of the study, a literature review was conducted and one of the three assistant principals of Harris County High School was conducted and one of the three assistant principals of Harris County High School was interviewed. There is a contemporary call for drama research worldwide because a great void exists in this area of study, especially in the United States. Additionally, the drama program at Harris County High School before 1998 was developed primarily as an extension to the regular English classes. The author is the first drama coach to seriously pursue the creation/implementation of a performance drama curriculum at that particular site. (Contains 16 references.) (Author/RS)

ED 444 213 CS 510 407

high school Algebra 1, Biology 1, English 2, and U.S. History classes. Of the 48 classes, 12 observations were conducted for each course. The findings revealed a predominance of teacher-centered instruction across all courses. Teachers spent the majority of time presenting content and monitoring student seatwork, while students primarily listened to the teacher, responded to teacher questions, and completed seatwork. The most used teacher and student materials (overhead, chalkboard, textbooks, worksheets, notebook paper) further pointed to a teacher-centered environment. Results of checklists revealed a moderately high level of student engagement, little or no individualization of instruction, and a mixed use of thinking indicators. When teacher and student time allocations were compared to expert estimates, large discrepancies were found which further accentuated the lack of student-centered instruction included in the lessons. After 4 years, most teachers had not adapted instruction to take advantage of the longer blocks of time. Implications indicate that teachers needed clear, measurable goals related to instructional strategies and the best use of 90-minute blocks of time. (Author)

ED 444 232 EA 030 548

Hess, Frederick M.; McGuinn, Patrick
Much Ado about Nothing: The Minimal Competitive Effects of the Cleveland Voucher Program.
PUB DATE- 00
NOTE- 43p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, Louisiana, April 24-28, 2000). For related case studies by the primary author, see EA 030 550-551.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Competition; Educational Economics; *Educational Improvement; *Educational Vouchers; Elementary Secondary Education; Free Enterprise System; Resistance to Change
IDENTIFIERS- Cleveland Public Schools OH

This paper examines how the introduction of the Cleveland, Ohio, voucher experiment in 1995 affected the administration and leadership of the city's public schools. The paper focuses on the nature of political and bureaucratic responses to competition and describes the short-term consequences of competition and how such consequences might influence the long term. Data were gathered through interviews with educational participants and observers, visits to public and private schools, archival searches of newspaper coverage, and an extensive review of school-system documents, board minutes, private papers, statistical data, and secondary documents. The paper offers a history of the troubles that the Cleveland Public School (CPS) system has endured and describes both the beginnings of the voucher program and the turmoil that has rocked this program. Findings suggest that teachers and administrators in the CPS did not view the voucher program as a serious threat. As a result, public schools were not motivated to alter their practices. The limited size, early difficulties, and bleak political and legal prospects of the voucher program all undermined any competition the voucher system could have offered. It is claimed that competition is crucial to promoting school improvement. (Contains 68 references.) (RJM)

ED 444 233 EA 030 549

DESCRIPTORS- Administrative Organization; *Charter Schools; *Decentralization; *Educational Administration; *Educational Change; Elementary Secondary Education; Governance; *Marketing; *Public Schools; Staff Development
IDENTIFIERS- *Arizona

Consideration of choice-based reform in educational governance rests heavily on the assumption that markets will improve school performance. Nonetheless, little empirical research has examined how educational organizations respond to competition. This paper hypothesizes that administrators are likely to respond by adopting governance reforms--particularly decentralization and staff-empowerment measures--advocated by educational reformers. This study further suggests that they are most likely to pursue decentralization when the costs of persuasion and monitoring are low. The study uses data from Arizona to assess the effects of charter-school competition on empowerment in a sample of 87 public schools (959 teachers). Charter-school competition increased teacher empowerment in traditional schools by slight to moderate amounts from 1994-95 (before charter schooling was introduced) to 1997-98, but only in schools where teachers were already somewhat empowered prior to competition. At least in the short run, the effects of charter schooling in public-school governance depend on public-school structure and culture. (Author/DFR)

ED 444 252 EA 030 571

Jesson, Joce; Simpkin, Gay
New Zealand Teacher Unions: Still Here after All the Reforms: Reporting Phase One of Work in Progress.
PUB DATE- 00
NOTE- 25p.; Some text on page 1 may not reproduce clearly. Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, Louisiana, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Change; Educational Policy; Elementary Secondary Education; Ethics; Foreign Countries; *Government Role; Morale; *Policy Formation; Public Schools; *School Policy; *Teacher Associations; *Unions
IDENTIFIERS- *New Zealand

Structural reforms in New Zealand attempted to remove teacher unions from any policy role, and these reforms sought to remove the unions from any involvement in education policy. Ten years later, in spite of a highly charged media campaign and the active anti-unionism of the industrial legislation, teachers still have an important voice in education through their union. The unions accomplished a difficult strategy moving between various definitions of being a union and a profession, between accommodation and resistance, and between militancy and compliance. This paper focuses on the teacher unions active in the state schools sector--the New Zealand Education Institute and the Post Primary Teachers Association. Various state policy initiatives, such as the push for a professional body, the New Zealand Teacher Registration Board, and the search for a teaching code of ethics, pointed up the continuing reliance of the State on teacher involvement. This paper reports Phase One of the historical development of the unions' positions, discusses some of the interview data, and suggests the possible and remedies; and (13) attorneys' fees. Also included are tables of regulations with statute cross-references and cases. (Contains references.) (DB)

ED 444 273 EC 307 962

Dailey, Don; Zantal-Wiener, Kathy
Reforming High School Learning: The Effect of the Standards Movement on Secondary Students with Disabilities.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 00
NOTE- 46p.; Project director was Virginia Roach.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Standards; Data Analysis; Data Collection; Decision Making; *Disabilities; *Educational Change; Educational Research; *High School Students; High Schools; *Inclusive Schools; Individualized Education Programs; Needs Assessment; *Regular and Special Education Relationship; School Restructuring

This document presents findings from a 5-year study of the effect of the standards-based reform movement on students with disabilities. The study used pragmatic evaluation strategies that integrated both quantitative and qualitative collection methods of data and site visits to 10 high schools in six districts (including urban, rural, and suburban districts) and three states. Findings addressed three main issues: first, the extent to which students with disabilities are included in standards-based reform; second, factors that affect the inclusion of students with disabilities in standards-based reform; and third, interactions among special education programs and policies with district- and school-based reform efforts. The report offers seven major recommendations which address: (1) the Individualized Education Plan as the basis for decision making regarding inclusion; (2) development of a decision-making matrix by states and districts; (3) teacher training in the philosophy of inclusion; (4) ongoing professional development on integration of standards with curricula; (5) experimentation with interdisciplinary models of instruction; (6) certification standards that include content-specific course work; and (7) role of administrators as instructional leaders. (Contains 67 references.) (DB)

ED 444 274 EC 307 963

Programs for Young Children with Disabilities under IDEA: Excerpts from the Twenty-First Annual Report to Congress on the Implementation of the Individuals with Disabilities Education Act by the U.S. Department of Education (1999).
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 00
NOTE- 194p.; For "Excerpts from the Twentieth Annual Report," see ED 428 480.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Data Collection; *Disabilities; *Early Intervention; Educational Environment; Educational Legislation; Federal Legislation; *Grants; Inclusive Schools; Mainstreaming; Parent Participation; Preschool Education; Student Characteristics; Teacher Education

Council on Disability

This report is the third in a series of independent analyses by the National Council on Disability on federal enforcement of civil rights laws. This report looks at the Americans with Disabilities Act (ADA) enforcement activities from 1998 to 1999 of four key federal agencies: the Department of Justice, the Equal Employment Opportunity Commission (EEOC), the Department of Transportation, and the Federal Communications Commission. Findings indicate that while the Clinton Administration has consistently asserted its strong support for the civil rights of people with disabilities, the federal agencies charged with enforcement and policy development under ADA have been underfunded, overly cautious, reactive, and lacking any coherent and unifying national strategy. In addition, it is found that enforcement agencies have not consistently taken leadership roles in emergent issues. The following recommendations are made: (1) the Department of Justice should provide assertive leadership for ADA implementation and develop a strategic vision and plan for ADA enforcement across the federal government; and (2) the Departments of Justice and Transportation, the EEOC, and the Title II referral agencies should strengthen methods for the timely and effective enforcement of ADA. Appendices include a summary of the ADA. (CR)

ED 444 293 EC 307 982

Red Book on Work Incentives: A Summary Guide to Social Security and Supplemental Security Income Work Incentives for People with Disabilities.
PUB DATE- 99
NOTE- 59p.; Cover page reads: "ICN 436800." Developed by the Social Security Administration, Office of Employment Support Programs, Office of Disability, and Office of Program Benefits.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adults; Blindness; Children; *Disabilities; *Eligibility; *Employment; Federal Legislation; Federal Programs; *Financial Support; Health Insurance; *Incentives
IDENTIFIERS- Medicaid; *Social Security Disability Insurance; *Supplemental Security Income Program

This booklet is designed to serve as a general reference source about the employment-related provisions of Social Security Disability Insurance (SSDI) and the Supplemental Security Income (SSI) programs for individuals with disabilities and educators, advocates, rehabilitation professionals, and counselors who serve people with disabilities. The first part of the booklet explains how to reach the Social Security Administration and the components of the SSDI and SSI programs. Information is provided on: eligibility, necessary records, filing for benefits, the definition of disability, self-employment, payment amounts, health insurance coverage, wait-time for benefits, and reviewing benefits. An overview of work incentive provisions in SSDI and SSI is then provided, including impairment-related work expenses, subsidies and special conditions, unincurred business expenses, unsuccessful work attempts, trial work periods, extended periods of eligibility for reinstatement of benefits, continuation of Medicare coverage, the Earned Income Exclusion, the Student Earned Income Exclusion, the Plan for Achieving Self-Support, interventions, evaluation, conference planning, the IEP, transportation, suspension, change of placement, educational services in residential placement, returning to school from residential placement, a communication plan, and communication styles. A list of classroom accommodations to meet the needs of students with disabilities is provided and includes techniques for adapting textbooks and curriculum, classroom environments, instruction and assignments, grading and tests, and behavior. Appendices include: a list of parent training and information centers by state; Subpart D on preschool, elementary, and secondary education of Section 504 of the Rehabilitation Act of 1973; and a list of state and National children's mental health organizations. (CR)

ED 444 313 EC 308 804

Johnson, Jane; Goldberg, Paula
Transition and Beyond...Now What? Guide for Parents of Youth with Disabilities.
PUB DATE- 00
NOTE- 71p.; "With special contributions by Marge Goldberg."
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Advisory Committees; Child Advocacy; *Disabilities; Educational Legislation; *Federal Legislation; *Individualized Education Programs; *Parent Participation; Parent Teacher Conferences; *School Responsibility; Secondary Education; Self Advocacy; Services; Student Participation; *Transitional Programs
IDENTIFIERS- *Individuals with Disabilities Education Act; Minnesota

This guide on transition services for Minnesota students with disabilities provides parents with information on student's rights and responsibilities under the Individuals with Disabilities Education Act (IDEA) that is available, how to obtain it, and how to improve the system to provide for transition needs that are not being met. Separate sections address: (1) the importance of starting early transition planning; (2) learning options; (3) transition requirements under IDEA, the Rehabilitation Act of 1973, the Carl D. Perkins Vocational and Applied Technology Education Act, the Americans with Disabilities Act, and Minnesota transition legislation; (4) questions that need to be addressed when transition planning; (5) self-advocacy and encouraging independence; (6) types of transition services, including vocational rehabilitation, residential services, training programs, financial assistance, health care, transportation, and recreation and leisure activities; (7) navigating the system, collaborating with agencies, and support networks; and (8) advocacy and serving on advisory committees. An appendix includes transition-related excerpts from the federal IDEA and from Minnesota state law. A list of Parent Training and Information Centers and Community Parent Resource Centers is provided along with additional transition resources. A description of the PACER Center and its programs is also included. (CR)

ED 444 314 EC 308 805

McDonald, Shauna; Parker, Rachel; Goldberg, Paula

United Kingdom); "Psychic and Social Aspects in the Relationship between the Deafblind Person and the Interpreter" (Paul Andreoli, The Netherlands); "Social Interpreting--What and Why?--A New Project in the Danish Context" (Kirsten Jansbol, Denmark); "Deprivation of Information" (Drena O'Malley, United Kingdom); "Fasten Seat-Belts--A Guided Tour of the Research on Deafblind Communication in Forty-Five Minutes" (Ole Mortensen, Denmark); "Interpreting the Environment" (Monica Hermansson, Sweden); "Interpreting the Physical Environment for Deafblind People" (Tony Kirk, United Kingdom); "Holistic and Interactive Communication Methods" (Riitta Lahtinen, Finland); "Hands-On Signing--From Grassroots to an Accepted System?" (Frouke Schouwstra, The Netherlands); "Interpreting for Older People with Acquired Deafblindness" (Sarah Greaves, United Kingdom); "Communication through Touch Project" (Sarah Reed, United Kingdom); and "Propositions from the Symposium on the Development of Training and Services" (William Green, Italy). The survey report offers recommendations concerning strategy, the network of interpreting services, the range of interpreting skills, and training. Four appendices provide additional detail on the survey study. (DB)

ED 444 333 EC 308 248

To Assure the Free Appropriate Public Education of All Children with Disabilities (Individuals with Disabilities Education Act, Section 618). Twenty-Second Annual Report to Congress on the Implementation of the Individuals with Disabilities Education Act. 2000.
PUB DATE- 00
NOTE- 567p.; For the 21st Annual Report, see ED 436 071.
LANGUAGE- English
EDRS Price- MF02/PC23 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Numerical/Quantitative Data (110)
DESCRIPTORS- Access to Education; Compliance (Legal); *Disabilities; Early Intervention; *Educational Change; Educational History; *Educational Legislation; Educational Technology; Elementary Secondary Education; *Federal Legislation; Fetal Alcohol Syndrome; Higher Education; Inclusive Schools; Infants; Minority Groups; Multiple Disabilities; Outcomes of Education; Prenatal Drug Exposure; Preschool Education; Smoking; *Special Education; Special Education Teachers; *Student Characteristics; Student Placement; Teacher Education Programs; Teacher Recruitment; Tobacco; Toddlers; Undergraduate Study; Universities
IDENTIFIERS- *Individuals with Disabilities Educ Act Amend 1997

This 22nd annual report to Congress on the implementation of the Individuals with Disabilities Education Act 1997 (IDEA) begins with a special preface reflecting on the progress made in the 25 years since the initial passage of the law. Following the preface, Section 1 examines contextual and environmental factors such as the role of minority institutions of higher education in recruiting and training minority educators and the implications of fetal alcohol and nicotine exposure for special education. Section 2, which discusses student characteristics, includes information on state reported data for infants and toddlers, preschoolers, and students ages 6-21, as well as papers on students with orthopedic impairments and students with co-occurring disabilities. Section 3, which focuses on school programs and services looks at positive behavioral interventions and support, assistive and instructional technologies, and the state reported educational environments

IDENTIFIERS- *Systemic Functional Model (Language Development); Vygotsky (Lev S)

This paper offers insights on how to facilitate student-student interaction in the science classroom. These insights derive from the education and the linguistics literature. Cooperative learning research offers a means of understanding what helps groups of students interact successfully. Systemic functional linguistics provides tools for analyzing how people use language to achieve various aims. In this article, cooperative learning and systemic functional linguistics are first described. Next, they are used to analyze a transcript of student-student interaction from an elementary school science classroom. Then implications are suggested as to how these two areas of inquiry can inform improved teaching practice. Particular emphasis is placed on the teaching of collaborative skills. Interaction plays a crucial role in learning, and even at an early age interaction is crucial. Successful interaction depends a good deal on skill on the part of the interactants. With specific reference to learning at school, constructivist and Vygotskian views both stress the value of student-student interaction. Ideas are illustrated and disseminated for enhancing interaction. The paper is divided into three sections: the first presents a brief introduction to cooperative learning (CL) and systematic functional (S/F) linguistics; the second focuses on using early CL and S/F linguistics to analyze a small bit of interaction of 3 primary school students; and the final section suggests how insights from CL and S/F can in tandem inform pedagogy. (Contains 56 references and 2 appendices.) (KFT)

ED 444 357   FL 026 347

Dimitriadis, Alexis, Ed.; Lee, Hikyoung, Ed.; Moisset, Christine, Ed.; Williams, Alexander, Ed.
Proceedings of the Annual Penn Linguistics Colloquium (22nd, Philadelphia, Pennsylvania, February 28-March 1, 1998). University of Pennsylvania Working Papers in Linguistics, Volume 5, Number 1.
PUB DATE- 98
NOTE- 197p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Code Switching (Language); Dialects; German; Grammar; Hungarian; Language Minorities; *Language Research; *Linguistics; Mandarin Chinese; Morphology (Languages); Phonetics; Phonology; Pronouns; Pronunciation; Second Language Instruction; Second Language Learning; Sociolinguistics; Syntax; Uncommonly Taught Languages
IDENTIFIERS- *Oroqen

This issue includes the following articles: "Detaching Discourse Functions from Functional Projections" (Dora Alexopoulou); "Interface Conditions on Child Language: A Crosslinguistic Look at Genitives" (Sharon Armon-Lotem, Stephen Crain); "Formal Features and Movement at PF" (Ralph C. Blight); "Semantic Features of Determiners: Toward an Account for Complements of D" (Jocelyn Cohan); "Discourse Deixis and Anaphora Resolution in German" (Miriam Eckert); "The Syntax of IPP-Constructions and the Structure of the Lower Middlefield in Westgermanic" (Roland Hinterholzl); "Pre-Boundary Lengthening: Universal or Language Specific? The Case of Hungarian" (Beth Ann Hockey, Zsuzsanna Fagyal); "Some Reconstruction Riddles" (Howard Lasnik); "The Life and Death of Derivational Morphology: Reduplication in Oroqen (Fengxiang Li, Lindsay J. Whaley);

(KFT)

ED 444 376 FL 026 368

Wong, Jean
"Applying" Conversation Analysis in Applied Linguistics: Evaluating English as a Second Language Textbook Dialogue.
PUB DATE- 00
NOTE- 46p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (Vancouver, BC, Canada, March 14-18, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Applied Linguistics; *Communicative Competence (Languages); Connected Discourse; *Dialogs (Language); *Discourse Analysis; *English (Second Language); Language Research; Second Language Instruction; Second Language Learning; Speech Acts; *Telephone Communications Systems; *Textbooks
IDENTIFIERS- Conversational Analysis

This article examines English-as-a-Second-Language (ESL) textbook telephone dialogues against the backdrop about what is reported about real telephone interaction based in research in conversation analysis (CA). An analysis of eight ESL textbooks reveals that the fit between what conversation analysts say about the nature of natural telephone conversation and that found in textbooks is unsatisfactory. Sequences such as summon-answer, identification, greeting, and how are you, often found in naturally occurring telephone exchanges, are absent, incomplete, or problematic in the textbook dialogues examined. The article argues that as the focus in language pedagogy increasingly turns toward the development of teaching materials that are informed by studies in discourse analysis, it may be important for materials writers and language teachers to pay attention to interconnections among language (or talk), sequence structure, and social action. The opening of a telephone conversation is an interactionally demanding task, not one done effortlessly or automatically as in textbook dialogues. The juxtaposition of natural telephone conversation with textbook conversation displays the tension between linguistic competence and linguistic performance, between understanding language as process and language as product. (Contains 52 references.) (Author/KFT)

ED 444 377 FL 026 369

Jacobs, George M.
Reading Alone Together: Enhancing Extensive Reading via Student-Student Cooperation in Second Language Instruction.
PUB DATE- 00
NOTE- 16p.; Paper presented at the Malaysian International Conference on English Language Teaching (Malacca, Malaysia, May 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Class Activities; Classroom Techniques; College Students; *Cooperative Learning; *English (Second Language); Foreign Countries; Higher Education; Reading Habits; Second Language Instruction; Second Language Learning; *Sustained Silent Reading

Education, Charlottesville.
PUB DATE- 00
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; *Community Centers; Community Programs; Community Role; *Community Support; *English (Second Language); Immigrants; Interviews; Second Language Instruction; Second Language Learning

The focus of this practitioner brief is: What are the messages being conveyed by a learning center? What is it about the learning center that makes the people want to come? The author, the director of the adult learning center, decided she could best answer these questions by interviewing a lead teacher at the center. According to this teacher, when people came to the center, the primary message they received was one of reassurance. Most of the people who come to the center are foreign born adults who need to learn English and adjust to life in the United States. The supportive reassurance they receive from the staff and from each other is a significant motivator. It is concluded that people who need help in learning need more than convenient access to resources; they also need some kind of reassurance. (Adjunct ERIC Clearinghouse for ESL Literacy Education) (KFT)

ED 444 397 FL 801 399

Isserlis, Janet
Trauma and the Adult Language Learner. ERIC Digest.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 00
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Adult Education; Bilingual Education Programs; *English (Second Language); *Family Violence; *Immigrants; Interpersonal Competence; Literacy; Second Language Instruction; Second Language Learning; Teacher Education
IDENTIFIERS- *Traumas

English-as-a-Second-Language (ESL) practitioners are familiar with adult learners' stories of disruption, political trauma, and mental upheaval. Until recently, however, little attention has been paid to personal trauma and domestic abuse. Acknowledgement of the prevalence of violence generally, and of that experienced by those in the adult ESL and literacy community specifically, is critical to the development of instructional approaches that make classrooms safer and learning more possible for adult immigrant learners. This digest describes trauma and abuse in immigrant communities (concerning mainly women and children), discusses the effects of trauma on learning, and suggests ways in which practitioners can modify their practice to facilitate learning among victims of trauma and violence. A long list of implications for practice are discussed, and among the suggestions to teachers are the following: listen to learners and allow their concerns about violence to surface in one form or another; offer content and activities that allow learners to share as much or as little information as they want; allow learners to choose their

Power; Student Evaluation; Student Financial Aid; Tables (Data); Teaching Methods; Teaching Skills; Tuition
IDENTIFIERS- *Europe; European Union; Globalization; *Reform Efforts

This study examines higher education reforms in the 15 European Union member states and 3 European Free Trade Association countries between 1980-98, identifying trends, convergences, and divergences between the countries and changes in the management and control of higher education institutions, particularly as they relate to financing and quality control. After an introduction, Chapter 1, "Legislation for Change," examines policies underlying reform and instruments employed to formulate and enforce these policies. Chapter 2, "Management, Finance, and Control," discusses reforms affecting higher education management, financing, and quality control, noting the responsibilities of higher education institutions and regional and national governments. Chapter 3, "Access and Wastage," highlights changes in entry requirements and access routes for nontraditional students. Chapter 4, "Financial Aid to Students," examines major changes in public financial support for students. Chapter 5, "Curriculum and Teaching," examines changes in the structure of higher education, course planning, teaching methods, student assessment, and faculty training. Chapter 6, "Internationalisation," discusses the opening of higher education to international influences (e.g., course provision and cooperation and exchange of students and staff). Chapter 7, "Conclusions and Future Perspectives," discusses possible future reforms. A small companion document titled "Profile of...Two Decades of Reform in Higher Education in Europe: 1980 Onwards" offers brief discussions of the motivation for the study, methodology, entrepreneurial culture in higher education, quality evaluation, student diversity, structural renewal, and higher education in the Europe of tomorrow. (Contains 31 references.) (SM)

ED 444 417   HE 033 094

Yang, Xiaoyun, Comp.
Statistical Abstract of Higher Education in North Carolina, 1999-2000. Research Report.
PUB DATE- 00
NOTE- 290p.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Bachelors Degrees; College Admission; College Faculty; College Freshmen; College Housing; College Libraries; College Students; Degrees (Academic); Doctoral Degrees; *Enrollment Trends; Graduate Students; Grants; *Higher Education; Library Materials; Masters Degrees; Out of State Students; Scholarships; Student Financial Aid; Student Loan Programs; Tables (Data); Transfer Rates (College); Transfer Students; Tuition
IDENTIFIERS- *North Carolina

This report covers the breadth of higher education activities in North Carolina in their quantitative aspect, from simple counts of enrollment and degrees conferred to complex analyses of the flow of student transfers among institutions. It presents both past and current (1999-00 academic year) information. The data were compiled from forms mailed to the individual institutions in the summer and fall of 1999 for processing during the 1999-00 academic year. Data tables highlight the following areas: (1) current enrollment; (2) enrollment trends; (3) undergraduate transfers; (4) degrees conferred; (5) faculty;

learners and 81 distance learners to determine whether there was a significant difference in their grade point averages. The study involved the final grades from five graduate courses in Human Resource Development at Indiana State University. Each participating class was taught by the same professor, and each student received the same information. Distance learners used video tapes, the Internet, and the Indiana Higher Education Telecommunication System network. Students' letter grades were collected and converted to numbers on a 4.0 scale. The numerical grade points for each semester were entered into an SPSS Windows computer application using a two-way Anova test. Data analysis indicated that there were no significant differences between the final grade point averages of the distance learners and the traditional classroom learners. (Contains 12 references.) (SM)

ED 444 436 HE 033 195

How Service Works. Summary of the W. K. Kellogg Foundation's "Service Works": A Retrospective Evaluation of Higher Education Service Programs.
PUB DATE- 00
NOTE- 19p.; The evaluation team was composed of Cynthia Koch, Mark Lelle, Robert Long, and Michael Van Buren. Consultants were Stephen Gill and Linda Helstowski.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Citizenship Education; College Students; Community Services; Foreign Countries; *Grants; Higher Education; Philanthropic Foundations; Program Evaluation; School Community Relationship; *Service Learning; Undergraduate Study
IDENTIFIERS- Kellogg Foundation

Service learning is an undergraduate education strategy found across four program areas funded by the W. K. Kellogg Foundation (WKKF). This cross-foundation, retrospective evaluation examines 35 projects of $100,000 or more funded between 1985-95. Study information was based on qualitative data and approaches, with the majority of project activities and results self-reported by grantees. Written surveys and review of annual progress reports submitted by grantees were augmented by follow-up telephone inquiries and e-mails. Four international projects are included in the evaluations. Most projects used approaches involving classroom learning, community service, and reflection on service within the context of coursework. The report notes that overall about 90 percent of WKKF-funded service learning efforts continued beyond the life of the grant. Projects leveraged over $14 million in additional support and in-kind contributions. Service learning was implemented successfully in a wide range of higher education institutions nationwide, often becoming an integral part of, and sometimes the catalyst for, revision of curricula and development of new programs. Service learning projects were seen to meet students' needs for relevance and application, as well as a range of community needs. Findings support service learning as a powerful educational tool that can help develop students' leadership skills and sense of civic responsibility. (SM)

ED 444 437 HE 033 196

Astin, Alexander W.; Astin, Helen S.
Leadership Reconsidered: Engaging Higher Education in Social Change.

PUB DATE- 00
NOTE- 13p.; Edited by Jackie Mace. "With contributions from Andy Westwood, Teery Rudden, Michael Ratcliffe, Liz Aitken, and Graham Knight."
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- Access to Education; Adult Education; Certification; Change Strategies; *Education Work Relationship; Educational Change; *Educational Needs; *Educational Quality; Employment Experience; Foreign Countries; Job Training; Leadership; Literature Reviews; Needs Assessment; Postsecondary Education; Prior Learning; Private Schools; Professional Development; *Program Improvement; Public Schools; Strategic Planning; Teacher Improvement; Technical Institutes; Trainers; *Vocational Education; *Work Experience Programs
IDENTIFIERS- *United Kingdom

The provision of work-based training in the United Kingdom was studied to identify strategies for developing and improving the work-based sector. Data were collected from the following sources: a literature review; a postal survey completed by 245 work-based training providers; follow-up interviews; and regional meetings. More than 64% of respondents had been running work-based government-funded training for 6 years or more. Many providers were working across a wide variety of qualifications and occupational areas. The study established that, despite the existence of examples of good and improving practice, new and more challenging standards for work-based learning are needed. The following areas were deemed priority areas for development: advice, guidance, and pastoral support; key skills; learning with information and computer technology; development of a self-critical, self-improving culture; leadership and strategic planning; and mandatory professional qualifications for staff. The following were among the recommendations emerging from the study: (1) teachers, employers, and career advisers should reinforce the legitimacy of the work-based route to qualifications and success; (2) providers need additional training to raise their own key skills levels above those they are teaching and assessing; and (3) detailed explanation of how practice may be developed and improved is required. (Contains 14 references.) (MN)

ED 443 958 CE 080 500

Dixon, Stella; Moorse, Rosemary
Self-Assessment for Improvement and Preparing for Accreditation: Colleges and Self-Assessment.
PUB DATE- 00
NOTE- 94p.; With Elizabeth Walker.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Achievement; Accreditation (Institutions); College Programs; Educational Attainment; *Educational Improvement; *Educational Quality; *Evaluation Methods; Foreign Countries; Guidelines; Postsecondary Education; Program Administration; *Program Evaluation; Quality Control; School Holding Power; *Self Evaluation (Groups); Teacher Improvement; *Technical Institutes; Vocational Education
IDENTIFIERS- *United Kingdom

experts in the field testified within the context of these four policy areas: scope of instruction, funding issues, quality and accountability, and collaborative planning. The testimony resulted in more than 200 findings that were prioritized into 12 recommendations that provide policy options for long-term direction and for short-term action to collectively promote quality learning opportunities for student success. The report describes in detail local and state activities required to implement the following 12 recommendations: (1) clarify joint authorization to offer noncredit and adult education; (2) create a formal structure for joint development and implementation of policy for noncredit and adult education; (3) develop strategies for assuring student success; (4) redistribute unused existing resources; (5) encourage districts to make fair share distributions; (6) determine the cost of implementing endorsed changes; (7) equalize reimbursement rates within and between segments; (8) finalize and distribute program standards; (9) develop a coordinated data system; (10) clarify scope of authorized instructional categories; (11) permit reimbursement for work-based education; and (12) establish reciprocity for instructors of noncredit and adult education. (KC)

ED 443 976   CE 080 532

Hyland, Terry
Vocational Studies, Lifelong Learning and Social Values:
  Investigating Education, Training and NVQs under the New Deal.
  Monitoring Change in Education Series .
PUB DATE- 99
NOTE- 235p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position
  Papers/Essays (120),Reports - Descriptive (Program/Project
  Descriptions) (141)
DESCRIPTORS- Adult Education; Apprenticeships; Career Counseling;
  Career Guidance; Change Strategies; *Continuing Education;
  Delivery Systems; Education Work Relationship; Educational
  Change; Educational Finance; Educational History; Educational
  Needs; Educational Policy; Educational Quality; Educational
  Theories; Employer Attitudes; Employment Qualifications;
  Ethics; Foreign Countries; Human Capital; Job Skills; *Lifelong
  Learning; Models; National Programs; Needs Assessment;
  Postsecondary Education; *Public Policy; School Business
  Relationship; Small Businesses; *Social Values; Systems
  Approach; Trend Analysis; *Vocational Education
IDENTIFIERS- *Great Britain; *National Vocational Qualifications
  (England); University for Industry (Great Britain)

This book examines the New Labour policy on lifelong learning in Great Britain. Special attention is paid to developments surrounding the University for Industry and the New Deal initiatives and the issue of upgrading the British vocational education and training (VET) system to match those of Britain's European competitors. The following are among the topics discussed in the book's eight chapters: (1) lifelong learning and postschool education and training (the McDonaldization of education and training); (2) the reconstruction of education and training (classical versus modern apprenticeships); (3) vocational skills, qualifications, and National Vocational Qualifications (key skills, core skills, and transferability); (4) employers and VET (employers and the needs of industry, human capital, investment and VET, problems of small and medium enterprises); (5) New Labour policy and the postcompulsory

Planning; Guidelines; Higher Education; Information Networks; Information Sources; Internet; Interviews; Job Search Methods; Learning Activities; Online Systems; Personal Narratives; Resumes (Personal); *Self Evaluation (Individuals); Skill Development; Social Support Groups; Stress Management; Success; Transfer of Training; *Transitional Programs; World Wide Web

IDENTIFIERS- DISCOVER System; *Student Athletes; System of Interactive Guidance and Info Plus; System of Interactive Guidance and Information

This book provides concrete information and step-by-step exercises to help student athletes succeed in college and make a successful transition to the world beyond college. The book is divided into 14 units containing some or all the following elements: goals; reading materials accompanying review questions; exercises; a unit recap; unit review questions; vocabulary terms; and references. The following are among the topics covered in the units: transitions (transitions and stress, coping mechanisms); sport retirement; athletic identity (defining "exclusive athletic identity" and understanding identity foreclosure); values exploration (values clarification, lifestyle values, work values); personality and interests (the ideal career, self-assessment, formal assessment devices); skills (transferable skills, motivated skills, adaptive skills); goal setting; communication skills; effective decision making; career exploration; networking and informational interviews; resumes and cover letters; job interviews; and future planning. Appended are the following: examples of sport-related occupations; information about the System of Interactive Guidance and Information (SIGI), System of Interactive Guidance and Information Plus (SIGI Plus) and Discover computer-assisted career guidance systems; and career-related Web sites and sport-related job listings on Web sites. (Contains 32 additional career resources.) (MN)

ED 443 994 CE 080 561

Moon, Jennifer A.
Reflection in Learning & Professional Development: Theory & Practice.
PUB DATE- 99
NOTE- 229p.; Published by Kogan Page.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Action Research; Adult Education; *Adult Learning; Case Studies; Constructivism (Learning); Counseling Techniques; Definitions; Educational Practices; Educational Theories; Empowerment; Experiential Learning; Higher Education; Individual Development; Journal Writing; *Learning Processes; *Learning Theories; Literature Reviews; *Professional Development; Professional Education; *Reflective Teaching; Self Actualization; *Theory Practice Relationship
IDENTIFIERS- Dewey (John); Habermas (Jurgen); Kolb (David A); Reflective Analysis; *Reflective Practice; Reflective Thinking; Schon (Donald A)

This book reviews the literature on reflection, explores the relationship between reflection and learning, and discusses how reflection can be used to improve learning and professional practice. The following are among the topics discussed: (1) common-sense and developmental stage approaches to reflection;

for how to teach the units and competencies. Each CDG covers one competency (or two or more related competencies) and includes the following information: unit, subunit, and competency number and title; objective; introduction; references; presentation (content outline with key points); review questions; application (student activities); and evaluation (Performance Checklist with directions for use). (YLB)

ED 444 010 CE 080 579

Auto Technician: An Instructional Guide for Teachers.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Career-Technical and Adult Education.
PUB DATE- 98
NOTE- 561p.; Instruction is tied to the Task List of the National Automotive Technicians Education Foundation (NATEF) for Automotive Service Excellence (ASE) Certification. For Auto Collision Technician Guide for Teachers, see CE 080 578.
LANGUAGE- English
EDRS Price- MF02/PC23 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Auto Mechanics; Behavioral Objectives; *Competency Based Education; Curriculum Guides; *Engines; Grade 11; Grade 12; High Schools; *Industrial Arts; Learning Activities; Learning Modules; Motor Vehicles; *Performance Based Assessment; *Safety Education; Teaching Guides; Technology Education; Units of Study
IDENTIFIERS- Automotive Electrical Systems; Brakes (Automotive); Drive Trains (Automotive); National Automotive Technicians Educ Foundation; Ohio; Transaxles (Automotive); Transmissions (Automotive)

This guide is designed to help teachers in automotive technician programs for grades 11 and 12 teach the critical competencies of the program. The critical competencies covered are the Priority 1 competencies in Ohio Occupational Competency Assessment Profile (OCAP) for Automotive Technician. Teacher materials include program/instructor resources, program basics, additional program elements, and activity options. Units 1-8 cover the following areas (with number of Priority 1 competencies in parentheses): engine repair (11); automatic transmission and transaxle (11); manual drive train and axles (5); suspension and steering (11); brakes (15); electrical/electronic systems (14); heating and air conditioning (11); and engine performance (23). Units 9 and 10 cover basic shop and safety practices (5) and preventive maintenance (1). The Competency Development Guides (CDGs) are designed to provide suggestions for how to teach the units and competencies. Each CDG covers one competency (or two or more related competencies) and includes the following information: unit, subunit, and competency number and title; objective; introduction; references; presentation (content outline with key points); review questions; application (student activities); and evaluation (Performance Checklist with directions for use). (YLB)

ED 444 011 CE 080 580

Bidwell, Sheri E.
Locating Information: Targets for Learning. Reading and Interpreting Workplace Graphics.
PUB DATE- 00
NOTE- 190p.; For other guides in this series, see ED 418 251-252

Models; Performance Based Assessment; Program Design; Program
Evaluation; *Program Implementation; Program Improvement;
School Business Relationship; School Districts; State
Curriculum Guides; *Missouri; Ohio; Secretarys Comm on
Achieving Necessary Skills
IDENTIFIERS- *Missouri; Ohio; Secretarys Comm on Achieving
Necessary Skills

This handbook is intended to help Missouri school districts develop and implement quality family and consumer sciences programs that will prepare students of all ages to be critical, ethical thinkers and successful family, career, and community leaders. The handbook begins with a bibliography listing 27 resources. The following are among the topics discussed in the guide's five sections: (1) critical thinking in program design and implementation; (2) program design (program definition, scope, sequence, and objectives); (3) program development (developing local programs, quality indicators); (4) program implementation (integrating standards into the curriculum, crosswalk and alignment, instructional delivery methods, assessment methods, criteria for evaluating assessments); (5) program evaluation and improvement; and (6) model assessments. Appended are the following: diagram of higher-order thinking skills based on Bloom's taxonomy; strategy list detailing 35 dimensions of critical thought; process skills scoring guides; Missouri Show Me Standards; description of the main areas of the All Aspects of Industry program; list of the Secretary's Commission on Achieving Necessary Skills competencies; list of Missouri Core Employment Skills; list of competencies included in Ohio's Work and Family Life Competency Analysis Profile; national standards for family and consumer sciences education; and guide for submitting applications for expanding/developing new vocational education programs. (MN)

ED 444 027   CE 080 609

Hyclak, Thomas
Rising Wage Inequality: The 1980s Experience in Urban Labor Markets.
SPONS. AGENCY- Upjohn (W.E.) Inst. for Employment Research, Kalamazoo, MI.
PUB DATE- 00
NOTE- 163p.; Research partially supported by the Martindale Center for the Study of Private Enterprise at Lehigh University.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Blue Collar Occupations; Clerical Occupations; Comparative Analysis; Compensation (Remuneration); Definitions; Differences; Economic Climate; *Education Work Relationship; Employed Women; Employment Patterns; Employment Qualifications; *Fringe Benefits; *Geographic Regions; Health Insurance; Human Capital; Information Sources; Job Skills; Labor Market; Literature Reviews; Minimum Wage; Models; Office Occupations; Professional Occupations; Public Policy; Regional Characteristics; *Salary Wage Differentials; Sex Differences; Skilled Occupations; Tables (Data); Technical Occupations; Technological Advancement; Trend Analysis; Unemployment; Unions; *Urban Areas; *Vocational Education; Wages; Whit *1980s
IDENTIFIERS- *1980s

The rising wage inequality in U.S. urban labor markets during the 1980s was examined in a study of 20 metropolitan area labor markets. The study's perspective differs from the prevailing perspective on the problem in three ways: (1) it focuses on and funding requirements by forming partnerships and coalitions to coordinate service delivery. Building a viable partnership requires long-term planning and a clear vision of what promoting shared goals can mean to community agencies, organizations, and residents. Initial hesitancies can be overcome through diligence and delivery of a consistent, positive message about what the prevention partnership can accomplish for the total community. Child abuse and neglect prevention programs are in a perfect position to reach out to other organizations, agencies, and community members in collaborative ventures. The key element of successful collaborations is building trust and inclusiveness. The most important tasks for these partnerships are: community assessment, goal setting, strategic planning, implementation, and evaluation. (Contains 13 references.) (MKA)

ED 444 045 CG 030 022

Leventhal, Beth, Ed.; Lundy, Sandra E., Ed.
Same-Sex Domestic Violence: Strategies for Change. Sage Series on Violence against Women.
PUB DATE- 99
NOTE- 259p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Counseling; *Family Violence; Higher Education; *Homosexuality; *Lesbianism; Prevention

While a great deal has been written on domestic violence, the focus has been primarily on the violence of men against their current or former wives or girlfriends. Yet studies have shown that partner abuse is as common and severe among same-sex couples as among heterosexual couples. This book examines a broad range of issues that confront victims of same-sex domestic violence, whether women or men, and those who offer them services. This is a resource book consisting of chapters by prominent professionals and activists on topics of practical concern for people who work with victims of same-sex partner abuse. The book includes coverage of topics such as HIV and same-sex domestic violence, establishing safe home networks for battered gay men, courtroom advocacy, coalition building, and sexual and dating violence prevention. Of particular interest to those working in higher education is the chapter entitled "Woman-to-Woman Battering on College Campuses" by Tonja Santos. In each chapter, the authors are sensitive to multicultural issues and to broad issues of social oppression, avoiding "one-size-fits-all" assumptions and conclusions. (MKA)

ED 444 046 CG 030 026

Year in Review, 1998. Research Report.
PUB DATE- 00
NOTE- 86p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adolescents; Community; Cooperation; Crime Prevention; Foreign Countries; *Juvenile Gangs; *Juvenile Justice; *Predictor Variables; Research; *School Safety; Technology; Violence
IDENTIFIERS- National Institute of Justice

This report focuses on the activities of the National Institute

PUB DATE- 00

NOTE- 21p.; In: Making Waves: Career Development and Public Policy. International Symposium 1999 Papers, Proceedings, and Strategies (Ottawa, Ontario, Canada, May 2-4, 1999); see CG 030 145.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Adult Vocational Education; *Career Development; Counselor Training; Elementary Secondary Education; Foreign Countries; Government Role; *Labor Force Development; National Programs; *Public Policy; School Business Relationship

IDENTIFIERS- *Ireland

In Ireland, the delivery of career guidance is strong in the education sector but relatively weak in the labor market sector. At the same time, it appears that most initiatives related to career guidance have been developed on an ad hoc basis. This is also true for initiatives related to labor market services, trade unions, and employers. It has been a "bottom up system" in Ireland, with the drive for change coming primarily from practitioners. Training and internal policies have been developed and implemented by the professional association, in many ways bypassing the policymakers and professional psychologists. The strength of the profession has rested in the self-reliance of the association, its innovation and grass-roots initiatives in the field. Challenges that still need to be considered include: (1) the need for a coherent policy framework across the education sectors and between education and labor market sectors; (2) the need for a national framework delineating the roles of different guidance practitioners, requisite training, qualifications, and consistent standards; (3) the need for effective information technology to provide meaningful career information; and (4) the need for a stable and adequate funding base to ensure meaningful provision of guidance programs and services. (ADT)

ED 444 065 CG 030 160

Oomen, Annemarie; de Vos, J. A. M.

The Netherlands.

PUB DATE- 00

NOTE- 14p.; In: Making Waves: Career Development and Public Policy. International Symposium 1999 Papers, Proceedings, and Strategies (Ottawa, Ontario, Canada, May 2-4, 1999); see CG 030 145.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Adult Vocational Education; *Career Development; *Economic Development; Employment; Foreign Countries; Government Role; Internet; Job Training; Labor Force Development; Public Policy; *Social Change; *Technological Advancement

IDENTIFIERS- *Netherlands

The labor market in the Netherlands is characterized by rapid economic and technological development. In response to this, a new approach to career development has been to expand individuals' career competencies. Education, employment policy, their jurisdictions were contacted by telephone. If a department or office sponsored a SRO program, the survey staff asked to speak to the person most knowledgeable about the program. This agency contact person was then asked for the following: law enforcement agency's name; agency telephone number; SRO supervisor's name and telephone number; years the agency SRO program has operated; and number of agency SRO positions. The following were asked about each SRO: rank, last name, first name; years/months as an SRO; years/months in law enforcement; level of formal SRO training; and current school assignment. Findings show that there are 129 local SRO programs in Virginia. Thirty-one of 40 Virginia cities have SRO programs; 76 of 95 Virginia counties have SRO programs; 22 of 192 Virginia towns have SRO programs; and a total of 128 Virginia localities have SRO programs. Eleven tables provide specific data gathered from this study. (MKA)

ED 444 085   CG 030 235

Stader, David; Johnson, Judy
Reducing Violence in the High School.
PUB DATE- 99
NOTE- 12p.; Paper presented at the Second Joint National School/Community Conference on Youth Violence and Substance Abuse (Kissimmee, FL, November 18-20, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Conflict Resolution; Empowerment; High Schools; *Peer Mediation; Role; Training; *Violence

This paper discusses a case study that serves as an example of a conflict mediation program in a small high school in Missouri. The program began with the following goals: 1) to reduce the number of conflicts in the school; 2) to empower students with the ability to solve their own conflicts; 3) to teach conflict resolution skills to students; and 4) to share with students the responsibility of creating a positive school culture and climate. The data represent an 8-year period beginning in 1991 and ending in 1999. The program focused on four factors: the selection of mediators, the role of the mediators, mediator training, and the procedure the mediator would follow. Three observations were made during this study. First, the fact that suspensions for fighting decreased dramatically was obvious. Second, verbal confrontation between students also decreased but not as dramatically as physical confrontations. It became clear that some conflicts spontaneously combusted, and peer mediation programs were not effective in reducing this type of conflict. Third, the general atmosphere on campus grew more relaxed, students started relating better to each other, and school climate improved on a yearly basis. These observations led to three conclusions: students do respond positively to intervention; conflict mediation programs reduce physical confrontations only to a certain level; and peer mediation does improve school climate. (MKA)

ED 444 086   CG 030 236

Harris-Hendriks, Jean; Black, Dora; Kaplan, Tony
When Father Kills Mother: Guiding Children through Trauma and Grief. Second Edition.
PUB DATE- 00
NOTE- 281p.

references and lists 15 Web sites.) (JDM)

ED 444 107 CG 030 314

Vacc, Nicholas A.; Loesch, Larry C.
Professional Orientation to Counseling. Third Edition.
PUB DATE- 00
NOTE- 381p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Accountability; Competence; *Counseling; *Counselor Certification; Counselor Training; Credentials; Cultural Pluralism; *History; *National Standards; *Professional Development; Theory Practice Relationship

Since its inception, the counseling profession has continuously developed a positive identity among the helping professions. This situation appears to be the result of advancements in counselor credentialing, improved counselor preparation standards, greater governmental and other third-party payer recognition of counselors' competencies, and more accountable professional practices. Primary among the reasons why the counseling profession has advanced is that counselor licensure laws now exist in the vast majority of states, allowing counselors to be on par with other publicly and legally recognized professions. The media and the Internet in particular have extended recognition of counselors as distinguishable from other helping professionals. This third edition presents counselors with the latest information on these issues and how they influence their professional practice. To make it more easily usable, it has been reorganized to align with the Council for the Accreditation of Counseling and Related Educational Programs core curriculum area standards because they remain the primary framework for counselor preparation in the United States. Professional counselors need to continue to be proactive in their efforts to serve an ever increasing number of people. By involving themselves in a great number of services, counselors have and will continue to be able to effectively serve a diverse population throughout their lives. (Contains 3 tables, 6 figures, and 358 references.) (JDM)

ED 444 108 CG 030 315

Bradley, Loretta J., Ed.; Ladany, Nicholas, Ed.
Counselor Supervision: Principles, Process, and Practice. Third Edition.
PUB DATE- 01
NOTE- 409p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Counselor Educators; *Counselor Training; Cultural Pluralism; Mental Health Workers; Models; Research and Development; School Counseling; *Supervision; Supervisory Training; Theory Practice Relationship

This book is intended for practitioners working in a variety of educational and mental health settings. It reviews and critiques primary supervision theories with the intent of informing supervisor practitioners, counselor educators, and

EDRS Price- Document Not Available from EDRS.
PUB TYPE- Non-print Media (100),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Technology; Elementary Education; *Instructional Effectiveness; Literature Reviews; *Phonics; *Reading Comprehension; *Reading Instruction; *Reading Research; Research Needs; Teacher Education; Videotape Recordings
IDENTIFIERS- *Reading Fluency

This approximately 20-minute video discusses the work and the findings of the National Reading Panel, charged by Congress to assess the status of research-based knowledge, including the effectiveness of various approaches to teaching children to read. The panel found that the most effective way to teach children to read is through systematic and explicit manipulation of phonemes in words in a balanced reading program and that children in preschool and kindergarten are capable of learning the sounds of their language and how the sounds relate to print. This knowledge of phonemes as part of an emerging reading program is critical in early reading development. The video discusses the findings of the panel in the areas of (1) alphabetics (phonemic awareness instruction and phonics instruction); (2) fluency; (3) comprehension (vocabulary instruction, text comprehension instruction, and teacher preparation and comprehension strategies instruction); (4) teacher education and reading instruction; and (5) computer technology and reading instruction. (RS)

ED 444 130 CS 014 076

Post, Arden DeVries
Celebrating Children's Choices: 25 Years of Children's Favorite Books.
PUB DATE- 00
NOTE- 252p.; "With Marilyn Scott and Michelle Theberge."
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Annotated Bibliographies; *Childrens Literature; Class Activities; Content Area Reading; Elementary Education; *Literature Appreciation; Reading Material Selection

This book provides the background and development of the Children's Choices project and highlights many of the best known and most popular books that have appeared on the Children's Choices list over the past 25 years. Each book selection features a picture of the book jacket, an annotation from the Choices list, a list of classroom applications, and vignettes from the classrooms where the authors observed the applications in progress. Selected books cross content areas and reading levels, and feature both fiction and nonfiction. The book begins with an introductory chapter and a chapter entitled "Children's Literature in the Curriculum and at Home." The third chapter, "Books Used with Younger Readers," contains sections entitled "Imagine the Impossible with 'Cows Can't Fly'"; "Check and Chart Weird and Real Weather with 'Cloudy with a Chance of Meatballs'"; "Study a Whale of a Tale with 'Katie K. Whale'"; "Open the Door to Sharing with 'The Doorbell Rang'"; "Explode into Literacy with 'The Magic School Bus Blows Its Top'"; "Serve as a Sleuth with 'Bunnicula'"; and "Establish a Classroom Community with 'Miss Nelson Is Missing.'" The fourth chapter, "Books Used with Middle Readers," contains sections entitled "Write Tall with 'American Tall Tales'";

curricula. Chapter 8, Stimulating Creativity, explores picture books that stimulate creativity related to art and music; while chapter 9, Introducing Thematic Studies, investigates the use of picture books as launching pads for theme studies. (Contains approximately 600 references. Appendix A offers fully developed, reproducible lesson plans; and appendix B lists resources to help locate more information, as well as a list of Caldecott Award books.) (SR)

ED 444 149 CS 217 131

Gunning, Thomas G.
Best Books for Building Literacy for Elementary School Children.
PUB DATE- 00
NOTE- 268p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Childrens Literature; Elementary Education; *Literacy; *Reading Ability; Reading Instruction; *Reading Materials; Reading Motivation; Reading Programs
IDENTIFIERS- *Reading Lists

This book arranges more than 900 children's books, both fiction and nonfiction, by school grade (one through six) and by difficulty level (easy, average, challenging), enabling teachers, librarians, and parents to have an extensive bibliography of interesting and worthwhile books for every child's interests and reading abilities. The book lists and annotates a variety of books from children's literature, collections of jokes and riddles, poetry collections, informational books, activity and how-to books, and biographies, and it includes bibliographic citations and teaching suggestions. Chapters are: (1) Children's Books in the Elementary School; (2) Motivating Reading; (3) Using Children's Books in the Reading Program; (4) Matching Students with Books; and (5) Annotated Listing of Best Books for Building Literacy for Elementary School Children. (Contains 23 references and author, title, subject, and skills indices. An appendix contains addresses of publishers.) (EF)

ED 444 150 CS 217 132

Good, Tina Lavonne, Ed.; Warshauer, Leanne B., Ed.
In Our Own Voice: Graduate Students Teach Writing.
PUB DATE- 00
NOTE- 290p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Classroom Techniques; *Graduate Students; Higher Education; *Instructional Effectiveness; *Teaching Assistants; Writing Evaluation; *Writing Instruction
IDENTIFIERS- *Authority

This book presents the graduate-student voice as authoritative and useful in the field of composition studies, based on statistics indicating that the majority of composition classes are staffed by graduate students. It contains 30 essays by graduate students that balance theoretical and practical issues as well as problematizing traditional and currently held pedagogical beliefs and definitions. Chapter 1, "Graduate Students Teach Writing," explicates authority issues regarding possibilities for a critical literacy pedagogy built around the use of new technologies. (Contains 33 references.) (NKA)

ED 444 170 CS 217 220

Lankshear, Colin; Knobel, Michele
The Moral Consequences of What We Construct through Qualitative Research.
PUB DATE- 97
NOTE- 41p.; Paper presented at the Annual Meeting of the Australian Association for Research in Education (Brisbane, Australia, November 30-December 4, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Research; Foreign Countries; *Moral Issues; *Qualitative Research; Scholarship; Spouses; Student Research
IDENTIFIERS- Australia; *Ethical Communication; *Partnership in Research; Researcher Role; Researcher Subject Relationship

This paper considers the issue of moral consequences of what researchers construct through qualitative research. The paper builds upon an academic married couple's respective and conjoint experiences and the ways in which they have reflected upon these in the light of contemporary theory, scholarship, and research. It addresses levels and domains of "we-ness" implied in the topic and foregrounds the context which they personally work day by day. The paper cites three conceptual principles which can serve as the basis of ethical human discourse in research: (1) That something would harm someone else is always a good reason not to do it; (2) A person always has the ethical obligation to try to explicate any social practice that there is reason to believe brings personal advantage or privileges his/her group over other people or other groups; and (3) The distinction between "use value" and "exchange value" is an especially important consideration for research activity under contemporary Australian conditions. The paper then discusses research participants, in process concerns, "back end" concerns, and research supervision. Noting that research always inhabits a larger context than the immediate research practice itself, the paper names some actual and potential deleterious moral consequences for researchers and their work present in the current Australian context. (Contains 49 references.) (NKA)

ED 444 171 CS 217 221

Lankshear, Colin; Knobel, Michele
Strategies, Tactics and the Politics of Literacy: Genres and Classroom Practices in a Context of Change.
PUB DATE- 00
NOTE- 27p.; Paper presented at the Third National Conference on Academic Texts (Puebla, Mexico, April 15, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Discourse Communities; *Educational Practices; Educational Research; *Educational Theories; Elementary Secondary Education; *English Curriculum; Foreign Countries; Instructional Innovation; *Language Role; *Literacy;

Christensen); (6) "Story Time as a Magical Act Open Only to the Initiated: What Some Children Don't Know about Power and May Not Find Out" (Karen Gallas); (7) "Leadership as Critical Practice: A Work-in-Progress" (Susan M. Church); and (8) "Literacy Education as a Site for Social Justice: What Do Our Practices Do?" (Barbara Comber and Helen Nixon). Articles in the third section, "Taking New Action," are: (9) "Columbine's Challenge: A Call To Pay Attention to Our Students" (Robin Stern); (10) "Becoming Proactive: The Quiet Revolution" (Cathy Fleischer, Kathleen Hayes-Parvin, and Julie A. King); (11) "Transformative Learning through a Study Group" (Elizabeth R. Saavedra); (12) "Rights, Respect, and Responsibility: Toward a Theory of Action in Two Bilingual (Spanish/English) Classrooms" (Beth Yeager, Irene Pattenaude, Maria E. Franquiz, and Louise B. Jennings); (13) "Exploring Critical Literacy: You Can Hear a Pin Drop" (Christine Leland, Jerome Harste, Anne Ociepka, Mitzi Lewison, and Vivian Vasquez); and (14) "Critical Literacy in a Fourth-Grade Classroom" (Maria Sweeney). (SR)

ED 444 190   CS 217 248

Graham, Bonny, Ed.
Trends & Issues in Postsecondary English Studies, 2000 Edition.
PUB DATE- 00
NOTE- 266p.; See ED 434 340 for 1999 edition.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- *Educational Technology; *English Curriculum; *English Instruction; Feminism; Higher Education; *Literature Appreciation; Portfolios (Background Materials); Racial Bias; Social Change; Social Class; Student Evaluation; World Wide Web; *Writing Evaluation; *Writing Instruction
IDENTIFIERS- African Americans

This publication contains journal essays and book chapters (from publications of the National Council of Teachers of English) concerning trends and issues in postsecondary English studies. The publication's first section, "Race/Class/Gender Positions," contains the following articles: (1) "On the Rhetoric and Precedents of Racism" (Victor Villanueva); (2) "Feminism in Composition: Inclusion, Metonymy, and Disruption" (Joy Ritchie and Kathleen Boardman); (3) "Class Ethos and the Politics of Inquiry: What the Barroom Can Teach Us about the Classroom" (Julie Lindquist); and (4) "History in the Spaces Left: African American Presence and Narratives of Composition Studies" (Jacqueline Jones Royster and Jean C. Williams). Articles in the second section, "Assessment," are: (5) "Looking Back as We Look Forward: Historicizing Writing Assessment" (Kathleen Blake Yancey); (6) "Views from the Underside: Proficiency Portfolios in First-Year Composition" (Alexis Nelson); (7) "Whose Portfolio Is It Anyway? Dilemmas of Professional Portfolio Building" (Sue Ruskin-Mayher); and (8) "Inside the Portfolio Experience: The Student's Perspective" (C. Beth Burch). Articles in the third section, "Technology," are: (9) "Distant Voices: Teaching and Writing in a Culture of Technology" (Chris M. Anson); (10) "Technology and Literacy: A Story about the Perils of Not Paying Attention" (Cynthia L. Selfe); (11) "The Shared Discourse of the Networked Computer Classroom" (L. Lennie Irvin); and (12) "The Craft of Teaching and the World Wide Web: A Reference Essay for Educators" (Kevin M. Leander). (SR)

ED 444 191   CS 510 363

Signorielli, Nancy
Reflections of Girls in the Media: A Content Analysis. A Study of Television Shows and Commercials, Movies, Music Videos, and Teen Magazine Articles and Ads. An Executive Summary.
SPONS. AGENCY- Henry J. Kaiser Family Foundation, Menlo Park, CA.; Children Now, Oakland, CA.
PUB DATE- 97
NOTE- 11p.; For related documents from this study see CS 510 408-410. Cover title varies.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; *Females; Films; *Gender Issues; *Mass Media Effects; Mass Media Role; *Popular Culture; Preadolescents; Role Models; Secondary Education; *Sex Role; *Sex Stereotypes; Television
IDENTIFIERS- Media Appraisal; *Media Imagery; Music Videos; Teen Magazines

This document presents an executive summary of a study that examined messages sent to adolescent girls (ages 10 to 17) across 6 types of media most heavily used by adolescent girls: television, movies, magazines, music videos, television commercials, and magazine advertisements. The study asked what messages are sent about gender roles--primarily about the importance of appearance, relationships, and careers. The summary presents findings and highlights of the study, which illustrate the dual role media play. Results indicated: media often offer girls strong, positive role models; and media often reinforce female stereotypes, with appearance shown as more important for women than for men, and with the message that relationships are more important for women than occupations or careers. The study provides evidence of the mixed--sometimes limiting--messages that media are sending to girls. It demonstrates that the messages sent in even one television show, movie, magazine, advertisement, or music video do not stand alone, but become part of a larger sphere of influence in girls' lives, and thus have the power to reinforce--or the potential to challenge--all other messages girls are sent. (Contains 15 notes.) (SR)

ED 444 214 CS 510 408

Signorielli, Nancy
Reflections of Girls in the Media: A Content Analysis. A Study of Television Shows and Commercials, Movies, Music Videos, and Teen Magazine Articles and Ads.
SPONS. AGENCY- Children Now, Oakland, CA.; Henry J. Kaiser Family Foundation, Menlo Park, CA.
PUB DATE- 97
NOTE- 37p.; For related documents from the study, see CS 510 407-410.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; *Females; Films; Gender Issues; Higher Education; *Mass Media Effects; Mass Media Role; *Popular Culture; Preadolescents; Role Models; Secondary Education; *Sex Role; *Sex Stereotypes; Television
IDENTIFIERS- Media Appraisal; *Media Imagery; Music Videos; Teen Magazines

A study examined kinds of messages prevalent in the media used by preteen and teenage girls, asking what messages are sent about goals, dating, careers, behavior, and appearance and its relationship to well being. Four media were the subject of the

Markowitz, Nancy Lourie; Whittaker, Andrea
Beyond the Professional Development School Model: The Professional Development District.
PUB DATE- 99
NOTE- 32p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999). Presenters were Edwin Diaz, Brenda Fikes, Suzie Henriod, Michael Kass, Marty Krovetz, Dina Lee, Jody Latter, and Dale Mitchell. Discussants were Linda Lambert and Ann Lieberman.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cooperative Programs; *Educational Cooperation; Educational Improvement; Elementary Secondary Education; Higher Education; *Partnerships in Education; *Professional Development; Program Descriptions; Program Evaluation; School Organization

This paper examines the conditions of university/districtwide partnering that can aid systemic public education change. It introduces a university/school partnership known as the Triple "L" (Lifelong Learning and Leadership) Collaborative. The text details shared responsibility, shared accountability, alignment of teacher-performance standards, multiple linkages across people and programs, and relationship building. It discusses how these conditions are embedded in a professional-development district model and analyzes the effects of a development district partnership on student learning, adult learning, and institutional change. It presents the necessary conditions for school reform and outlines the goals of the Triple "L" Collaborative, which are: develop a seamless continuum of inquiry-based professional development at all levels of teacher development, promote teachers' capacity to provide leadership at their school, support research and evaluate efforts continuously, and implement and sustain redesign at both the university and the district and school-site levels. Some of the elements that are analyzed in detail are preservice preparation, a school/university full-intern program, new teacher support, an Master of Arts in education with an emphasis in teacher leadership, and linkages among adults, programs, and institutions. Three tables depict data sources and preliminary findings and summarize key data-collection processes. (Contains 19 references.) (RJM)

ED 444 234 EA 030 550

Hess, Frederick M.; Maranto, Robert
Letting a Thousand Flowers (and Weeds) Bloom: The Charter Story in Arizona.
PUB DATE- 00
NOTE- 33p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, Louisiana, April 24-28, 2000). For related case studies by the primary author, see EA 030 548 and 551.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Charter Schools; Educational Policy; Elementary Secondary Education; *Government School Relationship; Nontraditional Education; *Program Evaluation; *Program Implementation; School Choice; *State Government

future conflicts that the education unions may face in their dealings with the new government. (Contains 27 references.) (DFR)

ED 444 253 EA 030 572

Leithwood, Kenneth; Steinbach, Rosanne; Jantzi, Doris
Identifying and Explaining the Consequences for Schools of External Accountability Initiatives or "What in the World Did You Think I Was Doing before You Came Along?"
SPONS. AGENCY- Ontario Ministry of Education and Training, Toronto.
PUB DATE- 00
NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, Louisiana, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Accountability; *Competency Based Education; *Educational Change; *Educational Improvement; Elementary Secondary Education; Foreign Countries; *Performance Based Assessment; *Policy Formation; Professional Development; Public Schools; Student Improvement; Teacher Improvement
IDENTIFIERS- *Ontario

This study looks at the interview responses of teachers and administrators in five secondary schools in Ontario (Canada) to government-initiated accountability strategies. Several questions were posed: (1) What were the perceived effects of these strategies? (2) What motives did teachers and administrators ascribe to the government for introducing them to begin with? (3) How likely was it that teachers and administrators would consider such strategies a priority for implementation in their own setting? Results indicate that the majority of respondents attributed noneducational motives to the government, though a few teachers and almost half of the administrators saw motives they could support. Similar results were apparent concerning effects of the initiatives, effects considered to be mostly neutral or negative. These same data were also examined using a theory of motivation. Conditions shaping the motivation of respondents to make the best of the accountability initiatives in their schools were mostly negative. Results are summarized in Table 1 concerning context beliefs. (Contains 25 references.) (DFR)

ED 444 254 EA 030 574

Fusarelli, Lance D.
Texas: Charter Schools and the Struggle for Equity.
PUB DATE- 00
NOTE- 35p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, Louisiana, April 24-28, 2000). Supported by a Faculty Research Grant, Fordham University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Accountability; *Charter Schools; *Demography; Elementary Secondary Education; *Equal Education; *Justice; Public Schools; State Boards of Education; Teacher Characteristics
IDENTIFIERS- *Texas

IDENTIFIERS- *Individuals with Disabilities Educ Act Amend 1997

This document presents text and data tables excerpted from the 1999 U.S. Department of Education's "Twenty-First Annual Report to Congress on the Implementation of the Individuals with Disabilities Education Act (IDEA)" (1999) related to two programs: the Early Intervention Program for Infants and Toddlers with Disabilities, Part C of IDEA, and the Preschool Grants Program, Part B of IDEA. Section 1, on context and environment, consists of three modules which address: parent involvement in educating children with disabilities; providing access to the general education curriculum for students with disabilities; and developing a highly trained teacher workforce. Section 2, on student characteristics, provides excerpted text on children ages birth through 5 served under IDEA. Section 3 is on programs and services and the excerpted sections focus on educational environments for students with disabilities. The final section provides results from the "Interim Report from the National Assessment" and from state improvement and monitoring efforts. Twenty-four data tables are presented for IDEA Part B and Part C, demographics, state grants, and data notes. Examples of tables include number and percentage of children served by age and disability, teachers for ages 3 through 5, and early intervention settings. Each section contains references. (DB)

ED 444 275   EC 307 964

Hutinger, Patricia; Johanson, Joyce; Rippey, Robert
Benefits of a Comprehensive Technology System in an Early Childhood Setting: Results of a Three-Year Study. Final Report.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 00
NOTE- 58p.; Includes a videotape, "Supporting a Comprehensive Technology System: Roles of an On-Site Technology Team," produced by Satellite Education Network, Center for the Application of Information Technologies, College of Education and Human Services, Western Illinois University. Videotape is not available from ERIC.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Computer Uses in Education; Curriculum Design; *Delivery Systems; *Disabilities; Early Childhood Education; Educational Objectives; Inservice Teacher Education; Models; Services; *Systems Approach; Teamwork; *Technical Assistance; Technological Advancement; Training; Transitional Programs
IDENTIFIERS- *Technology Integration

This report presents findings of a 3-year study (1995-1998) of the effects of a comprehensive system of technology services to young children with mild to severe disabilities. The system's model incorporated: (1) on-going training, follow-up and technical support for teachers, and an on-site technology support team; (2) team-based technology assessment for children with moderate to severe disabilities; (3) technology integration into the classroom curriculum; and (4) transition into public school programs. The project's major findings indicated positive outcomes for children, increased technology skills among teachers, efficacy of the on-site technology teams, and conditions that promoted maintenance of the system after completion of the funding cycle. Following an executive summary and introduction, the description of the project details components of the Early Childhood Comprehensive Technology System, methodology for accomplishing goals, and

and reinstating eligibility without a new application. Special rules for individuals who are blind are also explained. The booklet closes with an explanation of additional help with health care for people with disabilities, a glossary, and addresses for social security regional offices. (CR)

ED 444 294 EC 307 983

Heumann, Judith E.; Warlick, Kenneth R.
Guidance Regarding the Requirements of the Individuals with Disabilities Education Act (IDEA) on Individualized Education Programs.
PUB DATE- 00
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Compliance (Legal); *Disabilities; Education Work Relationship; Educational Planning; Elementary Secondary Education; Federal Legislation; *Federal Regulation; *Individualized Education Programs; *Policy Formation; Preschool Education; Regular and Special Education Relationship; Student Participation; Transitional Programs
IDENTIFIERS- Individualized Transition Plans; *Individuals with Disabilities Educ Act Amend 1997

This policy memorandum provides guidance to assist educators, parents, and state and local education agencies in implementing the requirements of Part B of the Individuals with Disabilities Education Act (IDEA) regarding Individualized Education Programs (IEPs) for children with disabilities. The document stresses the requirements of the IEP to involve each child with a disability in the general curriculum, to involve parents and students, together with regular and special education personnel, in making individual decisions to support each child's educational success, and to prepare students with disabilities for employment and other post-school activities. It stresses that the IDEA affords states and local educational agencies significant flexibility to choose to establish IEP format requirements and to establish requirements for developing IEPs that include specific provisions that are not expressly required by IDEA. It also emphasizes that, in considering any changes to its IEP-related requirements, a state or local education agency carefully consider the impact of such changes on both compliance with other IDEA requirements and on ensuring that children with disabilities receive the services they need in order to be involved and progress in the general curriculum, to prepare for employment and post-school independence, and otherwise to achieve to high standards. (CR)

ED 444 295 EC 307 984

Handbook on Parents' Rights.
PUB DATE- 00
NOTE- 34p.; For earlier version, see ED 417 564.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Compliance (Legal); *Disabilities; Due Process;

The Road to Work: An Introduction to Vocational Rehabilitation. A Booklet for Youth and Adults with Disabilities, Family Members and Advocates. Second Edition.

SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.

PUB DATE- 00

NOTE- 49p.; For earlier edition, see ED 394 236.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Civil Rights Legislation; *Disabilities; *Due Process; *Education Work Relationship; Educational Legislation; Eligibility; *Federal Legislation; Financial Support; Secondary Education; Self Advocacy; State Programs; Supported Employment; *Transitional Programs; Vocational Evaluation; *Vocational Rehabilitation

IDENTIFIERS- Americans with Disabilities Act 1990; Individuals with Disabilities Education Act; *Minnesota; *Rehabilitation Act 1973

This booklet for Minnesota young people with disabilities and their families is intended to explain vocational rehabilitation services required under the Rehabilitation Act as amended in 1992 and transition services under the Individuals with Disabilities Education Act. The first section discusses vocational rehabilitation, transition services for students with disabilities ages 14 to 21, required transition provisions in the Individualized Education Program (IEP), and the transition IEP meeting. The next section considers eligibility for vocational rehabilitation, applying for services, assessment, and planning. The following section describes the Individualized Plan for Employment (IPE), which identifies job goals and needed services, and discusses rehabilitation technology and supported employment. The fourth section is on financial factors, including determination of "comparable benefits" and consumer financial participation. Next, the rehabilitation appeals procedure is detailed. Finally, the main features of the Americans with Disabilities Act are identified and suggestions for making vocational rehabilitation work for the individual are offered. Appendices provide a history of legislation affecting people with disabilities, supported employment definitions, and vocational rehabilitation appeals procedures. (CR)

ED 444 315   EC 308 006

Galbraith, Judy

You Know Your Child Is Gifted When...A Beginner's Guide to Life on the Bright Side.

PUB DATE- 00

NOTE- 120p.; Edited by Pamela Espeland. Illustrated by Ken Vinton.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- *Ability Identification; Child Development; *Child Rearing; Creativity; Elementary Secondary Education; *Gifted; *Parent Child Relationship; Parent Education; Parent Teacher Cooperation; Peer Relationship; Self Esteem; *Student Characteristics; Student Motivation; *Talent Development

data. The final section includes initial findings from the National Early Intervention Longitudinal Study and information on high school graduation and state improvement and monitoring activities. Extensive appendices provide data tables on child count, placement, personnel, graduation rates, population and enrollment, and early intervention. Activities of the Regional Resource Centers are also summarized. (Individual sections contain references.) (CR)

ED 444 334 EF 005 177

Townshend, John
Under One Roof: The Integration of Schools and Community Services in OECD Countries. PEB Papers.
PUB DATE- 98
NOTE- 66p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Ancillary School Services; *Educational Facilities Planning; Elementary Secondary Education; Facility Case Studies; Foreign Countries; Policy Formation; *Public Schools; *School Community Relationship
IDENTIFIERS- *Organisation for Economic Cooperation Development

In October 1996, the Programme on Educational Building held a conference in Stockholm entitled "Under One Roof." This report draws on the proceedings. Organization for Economic Cooperation and Development countries have been attempting to facilitate the provision of a range of community services on school sites, including adult education and other social and welfare services. This report describes development of integrated service provision, i.e., the integrating on one site of multiple services that are usually provided separately, focusing on the implications for local government authorities, planners, and architects who are designing school sites that must meet the new requirements. Several case studies are presented from other countries that demonstrate the necessity of optimizing the use of buildings and facilities and making schools better at promoting service synergies with local communities and with other services. The case studies provide examples of solutions to the practical problems of service integration that caters to the needs of both children and adults. The report's four chapters provide policy background, the issues and themes emerging from the case studies, and some provisional conclusions, and from them, possible initiatives and recommendations for governments. (GR)

ED 444 335 EF 005 203

Feasibility and Cost Analysis.
PUB DATE- 98
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Cost Effectiveness; *Educational Facilities Improvement; Elementary Secondary Education; *Public Schools; *Records (Forms); *School Construction; *State Regulation
IDENTIFIERS- *North Carolina

North Carolina school districts thinking about building new

"Chains and Phono-Logical Form" (Jeffrey Lidz, William J. Idsardi); "Deixis and Interactional Construction of Context" (Simona Pekarek); "Complex Small Clauses" (Joan Rafel); "Sloppy Definites (Ann M. Reed); "An Event Syntactic Account of Delimitation in Mandarin" (Chuanchih Wang); and "Restructuring Control" (Susi Wurmbrand). References are appended to each article. (KFT)

ED 444 358 FL 026 348

Dimitriadis, Alexis, Ed.; Lee, Hikyoung, Ed.; Moisset, Christine, Ed.; Williams, Alexander, Ed.
Current Work in Linguistics. University of Pennsylvania Working Papers in Linguistics, Volume 5, Number 2.
PUB DATE- 98
NOTE- 156p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Dialects; *Grammar; Kannada; *Language Research; *Linguistics; Mandarin Chinese; *Morphology (Languages); Second Language Instruction; Second Language Learning; Sociolinguistics; Syntax; Uncommonly Taught Languages; Vietnamese
IDENTIFIERS- Anaphora; Ellipsis

This issue includes the following articles: "A Multi-Modal Analysis of Anaphora and Ellipsis" (Gerhard Jager); "Amount Quantification, Referentiality, and Long Wh-Movement" (Anthony Kroch); "Valency in Kannada: Evidence for Interpretive Morphology" (Jeffrey Lidz); "Vietnamese 'Morphology' and the Definition of Word" (Rolf Noyer); "The Conflict between Future Tense and Modality: The Case of 'Will' in English" (Anoop Sarkar); and "Predemonstrative Modifiers in Mandarin" (Alexander Williams). References are appended to each article. (KFT)

ED 444 359 FL 026 349

New Canadian Perspectives: A Profile of the Providers of Training in English or French as a Second Language.
SPONS. AGENCY- Ministry of Canadian Heritage, Ottawa (Ontario).
PUB DATE- 00
NOTE- 192p.; Prepared under contract to the Department of Canadian Heritage, Industry Canada, Language Training Canada, the Canadian Tourism Commission, and the Canadian Education Centres Network.
LANGUAGE- English; French
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; Canada Natives; Elementary Secondary Education; *English (Second Language); Foreign Countries; Foreign Students; *French; French Canadians; Higher Education; Immigration; Language Minorities; *Language Teachers; Limited English Speaking; Politics of Education; Questionnaires; Second Language Instruction; Second Language Learning; *Second Language Programs; Sociolinguistics; Surveys
IDENTIFIERS- *Canada

This report presents the findings of the 1998 survey of providers of training in English or French as a second or foreign language in Canada. The purpose of the survey was to gather information at the national level and, where possible, at the regional level, on the size of the industry, its characteristics, and the role played by foreign students. The

IDENTIFIERS- Singapore

Extensive reading (ER) programs involve students in silently reading large quantities of material. Research suggests that extensive reading is associated with gains in first and second language proficiency. Further, extensive reading can help learners develop a reading habit and increase their level of autonomy. This paper begins with a discussion of the benefits for second language learners of combining the solitary activity of reading with group activities in which students share with classmates about what they have read. Cooperative learning is recommended as a source of principles for organizing these post-reading group activities. These cooperative learning principles include positive interdependence, individual accountability, equal participation, and simultaneous interaction. The heart of the presentation consists of a variety of post-reading group activities. The way these activities embody the cooperative learning principles is explained. Different post-reading activities are suggested for when the entire class reads the same book, when a group of students reads the same book, and when each student reads a different book. A Web site on extensive reading in second language instruction is also provided, which includes an annotated bibliography, research articles, and ideas for beginning an extensive reading program. (Contains 41 references.) (KFT)

ED 444 378 FL 026 370

Hussein, Aisha; Jacobs, George M.; Ismail, Fazilah M.
An Exploratory Study of Teacher-Required Out-of-Class Academic Collaboration among Students at a Singapore Polytechnic.
PUB DATE- 00
NOTE- 27p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (Vancouver, BC, Canada, March 14-18, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Class Activities; College Students; *Cooperation; *English (Second Language); Foreign Countries; Group Dynamics; Group Guidance; *Grouping (Instructional Purposes); Higher Education; Interviews; Questionnaires; Second Language Instruction; Second Language Learning; Teaching Methods
IDENTIFIERS- Singapore

Academic collaboration among students takes place not only inside the classrooms but outside of class as well. This study investigated such out-of-class academic collaboration among Singaporean polytechnic students as they worked on assignments in which their instructors had made collaboration mandatory. Data were collected via questionnaires completed by 232 students, interviews were conducted with 10 instructors, and observations were done on 8 student groups as they collaborated on mandatory out-of-class collaborative assignments. Variables of interest included frequency of out-of-class collaboration (very frequent), how such work is assessed (usually a combination of group and individual grading), group size (most often 4 or 5), who decides on group composition (usually the students), and factors students and teachers believe contribute to successful group work (e.g., keeping focused, allocating work, and sharing ideas). Suggestions are made on how to guide students to make greater and more efficient use of group study outside of class (e.g., team-building activities and training in group skills) and to help instructors gain new ideas for organizing and facilitating out-of-class academic collaboration level of participation in classroom activities; find out about community resources; and avoid the assumption that all immigrant learners are victims of traumas. It is concluded that although strides have been made in raising public awareness about the prevalence of violence in all forms and its effects upon learning, work remains to be done. (Contains 12 references and 4 resources.) (Adjunct ERIC Clearinghouse for ESL Literacy Education) (KFT)

ED 444 398 HE 032 935

Johnstone, Sally M.
Planning for Statewide Electronic Consortia among the Western States.
PUB DATE- 00
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Comparative Analysis; Computer Networks; Computer Uses in Education; *Consortia; *Cooperative Planning; Cooperative Programs; *Distance Education; *Educational Cooperation; Higher Education; *Institutional Cooperation; Partnerships in Education; Program Development; *Shared Resources and Services; Statewide Planning; Success; Telecommunications
IDENTIFIERS- *United States (West); *Virtual Universities

This document reports on a telephone survey of higher education planning activities in the western United States that sought information on the development of intrastate electronic consortia for higher education services. A taxonomy of "virtual universities" was developed to make it possible to compare differences and similarities between plans. The taxonomy included: (1) virtual university/college (degree granting, no physical campus); (2) virtual university consortium (accredited non-degree granting academic institutions linked on-line, with articulation and centralized or coordinated student services); (3) academic services consortium (accredited non-degree granting academic institutions linked on-line, not articulated, but with centralized or coordinated student services); and (4) university information consortium (no degree, no coordinated student services, accredited academic institutions linked electronically). States have taken different approaches to their planning and are at different points in the process of developing consortia. Barriers to developing consortia identified by states that had successfully gone through the planning process included: funding; governance issues; getting all players to participate; resident versus non-resident tuition; removal of geographic service areas; articulation; multiple academic calendars; differing prerequisites and grading systems; lack of consistency in course software; and faculty issues. Advice on forming intrastate electronic consortia from those who have successfully gone through the planning process is presented. (RAB)

ED 444 399 HE 032 937

Patterson, Wayne
Analyzing Policies and Procedures for Graduate Certificate Programs.
PUB DATE- 99
NOTE- 78p.
LANGUAGE- English

(6) library resources; (7) costs to students; (8) admissions; (9) student financial aid; and (10) student housing. Appended are data sources; definitions of terms; and a crosswalk of the document's discipline categories and CIP categories. (SM)

ED 444 418 HE 033 152

Hoffman, Allan M., Ed.; Summers, Randal W., Ed.
Managing Colleges and Universities: Issues for Leadership.
PUB DATE- 00
NOTE- 221p.; Foreword by Dean L. Hubbard. Published by Bergin & Garvey.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Administrator Evaluation; Administrators; Collective Bargaining; *College Administration; Decision Making; Diversity (Faculty); Diversity (Student); Educational Finance; Educational Theories; Higher Education; Institutional Evaluation; *Instructional Leadership; Partnerships in Education; Power Structure; Program Evaluation; Student Development; Tuition

This collection of papers highlights topics relating to leadership in higher education. After a "Foreword" (Dean L. Hubbard) and "Introduction" (Allan M. Hoffman and Randal W. Summers), the 12 chapters are: (1) "Organizational Structure, Management, and Leadership for the Future" (Richard Alfred and Scott Rosevear); (2) "The Practitioner's Dilemma: Understanding and Managing Change in the Academic Institution" (John S. Levin); (3) "A Memorandum from Machiavelli on the Principled Use of Power in the Academy" (Daniel J. Julius, J. Victor Baldridge, and Jeffrey Pfeffer); (4) "Higher Education Management in Theory and Practice" (Jana Nidiffer); (5) "Successfully Managing Higher Education Consortia/Partnerships" (Albert B. Smith, Ronald D. Opp, Randy L. Armstrong, Gloria A. Stewart, and Randall J. Isaacson); (6) "The Financing of Higher Education" (David S. Honeyman); (7) "The Process of Setting Tuition in Public University Systems: A Case Study of Interaction between Governing Board and Campus Management" (Robert H. Fenske, Frank H. Besnette, and Stephen M. Jordan); (8) "Collective Bargaining" (Allan M. Hoffman, Randal W. Summers, and Yvonne Thayer); (9) "Student Development: Its Place in the Academy" (Denise C. Ottinger); (10) "Managing with Diversity in Colleges and Universities" (Amer El-Ahraf and David Gray); (11) "Managing Evaluations in Higher Education" (John C. Ory); and (12) "Evaluating Collegiate Administrators" (Richard Miller and Peggy Miller). (All chapters contain references.) (SM)

ED 444 419 HE 033 153

Dunn, Rita, Ed.; Griggs, Shirley A., Ed.
Practical Approaches to Using Learning Styles in Higher Education.
PUB DATE- 00
NOTE- 269p.; Published by Bergin & Garvey.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Cognitive Processes; *Cognitive Style; College Faculty; College Students; Contracts; Counselors; Distance Education; Diversity (Student); Doctoral Programs; Elementary Secondary Education; Engineering Education; English (Second Language); Graduate Students; Graduate Study; Health Occupations; *Higher Education; *Learning Strategies; Legal

PUB DATE- 00
NOTE- 114p.; Contributing authors are Kathleen E. Allen, John C. Burkhardt, Christine M. Cress, Robert A. Flores, Phillip Jones, Nance J. Lucas, Bonnie L. Pribush, William C. Reckmeyer, Bettye Parker Smith, and Kathleen A. Zimmerman-Oster. Foreword by William C. Richardson.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrator Role; Administrators; College Faculty; College Students; Educational Change; Higher Education; Leadership Qualities; *Leadership Responsibility; *Social Change; Student Personnel Workers; Student Role; Teacher Role
IDENTIFIERS- *Transformative Leadership

This report addresses the application of transformative leadership to higher education, examining four constituent groups: students, faculty, student affairs professionals, and presidents and other administrators. Chapter 1 explains the need for rethinking higher education leadership practices. Chapter 2 describes the principles of transformative leadership, considers group and individual principles underlying effective leadership, describes how to integrate these principles in the actual practice of leadership, and discusses the implicit and explicit values that guide the implementation of these principles. Chapters 3-6 highlight the four constituent groups, analyzing roles and expectations for each group and suggesting how they can practice the principles of transformative leadership both individually and collectively. The report concludes with a chapter encouraging members of the academic community to develop plans of action for exercising transformative leadership on campus. It identifies personal and institutional resources to help capitalize on the numerous opportunities that campuses offer for engaging in the transformative process, and it offers suggestions for creating an institutional climate that facilitates and reinforces individual and collective efforts to practice transformative leadership. (Contains 34 references.) (SM)

ED 444 438 HE 033 198

Losco, Joseph, Ed.; Fife, Brian L., Ed.
Higher Education in Transition: The Challenges of the New Millennium.
PUB DATE- 00
NOTE- 222p.; Published by Bergin & Garvey.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Accountability; Athletics; College Administration; College Faculty; College Presidents; College Students; Computer Uses in Education; Diversity (Student); *Educational Change; Educational Finance; Educational Legislation; *Educational Policy; Educational Technology; *Higher Education; School Desegregation; State Government; Student Characteristics; Teacher Role
IDENTIFIERS- Professionalization

This collection of papers records the current state of higher education and outlines the challenges higher education will face in the new millennium. The nine chapters are as follows: (1) "The American College Student: Three Decades of Change"

This self-assessment manual and its companion publication on preparing for accreditation explains how further education (FE) colleges throughout the United Kingdom can use self-assessment to achieve and document measurable improvements in their operation and services to increase their chances for accreditation. The following are among the topics discussed in the manual's six sections: (1) the importance of self-assessment in FE colleges; (2) the role of observation in assessing and improving teaching and learning;(3) dual-purpose observations for self-assessment and appraisal; (4) the process of quality improvement with special reference to retention and achievement; (5) the self-assessment and improvement of quality assurance; and (6) the self-assessment and improvement of governance. The companion publication includes (among other items) sections on undertaking the self-assessment, action planning, and compiling the evidence. Included also are criteria for accreditation, the self-assessment instrument and an evidence matrix. The bibliography contains 17 references. (MN)

ED 443 959 CE 080 503

Parks, Anita
Graphic Arts: Electronic Prepress and Publishing. First Edition. Teacher Edition and Student Edition.
PUB DATE- 00
NOTE- 531p.; For other documents in the Graphics Arts series, see ED 432 677, ED 435 851, and ED 441 147.
LANGUAGE- English
EDRS Price- MF02 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Course Content; Curriculum; *Electronic Publishing; Industrial Arts; Instructional Materials; Job Skills; *Layout (Publications); *Learning Activities; Postsecondary Education; *Printed Materials; *Printing; Publications; Publishing Industry; Reprography; Secondary Education; Student Evaluation; *Teaching Methods; Trade and Industrial Education

This packet contains both teacher and student editions for a curriculum for electronic prepress and publishing. The complete teacher edition consists of introductory pages, teacher pages, and the student edition. The introductory pages include a training and competency profile; a PrintED crosswalk that identifies the competencies covered in the publication and lists specifically where these skills are located by unit number and objective; an instructional and task analysis; basic skills icons and classifications; a basic skills matrix; and a tools, equipment, and materials list. The teacher pages include suggested activities, answers to assignment sheets and written test, a written test, learning activities sheets, transparency masters, an objective sheet, information sheet, student supplements, assignment sheets, and job sheets. The student edition contains seven units, each covering an objective with evaluation criteria, basic skills, an introduction, instructions, tools, equipment and materials needed, and procedure. The seven units of the curriculum cover the following topics: (1) introduction to prepress; (2) electronic prepress systems; (3) software; (4) type selection; (5) document design; (6) scanning; and (7) layout and document preparation. (KC)

ED 443 960 CE 080 505

sector (the University for Industry, the New Deal initiatives); (6) the emerging national system of education and training (University for Industry developments, evolution of the New Deal); (7) values and vocational studies (ethical aspects of vocational studies, guidance and counseling, studentship and learning centers); and (8) lifelong learning and New Deal values in the learning age (third way politics and learning age values). (Twenty-six figures are included. The bibliography contains 612 references.) (MN)

ED 443 977   CE 080 534

Knight, Brian
Australian Vocational Education and Training: An Overview.
SPONS. AGENCY- Australian National Training Authority, Melbourne.
PUB DATE- 00
NOTE- 49p.; Revised version of an appendix published in "Training Systems in South-East Asia"; see ED 442 009.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Apprenticeships; Certification; Competency Based Education; Continuing Education; *Delivery Systems; Developed Nations; Educational Needs; *Employer Attitudes; Employment Qualifications; Foreign Countries; *Government Role; *Job Training; Postsecondary Education; Secondary Education; Tables (Data); *Vocational Education
IDENTIFIERS- *Australia

This publication provides a detailed description of Australia's vocational education and training system (VET), including key facts and figures. The eight sections of the report cover the following topics: (1) introduction to Australia; (2) overview of the education and training system; (3) overview of the vocational education and training system; (4) important features of the vocational education and training system; (5) apprenticeship and traineeship schemes; (6) the vocational education and training certification system; (7) accreditation of vocational education and training programs; and (8) accreditation of vocational education and training providers. Some positive features of Australia's vocational education and training system include high rates of participation by the working-age population; clear national policies and goals for VET; high levels of industry and government input and support; a strong system of public training institutions as well as good private providers; national accreditation; and a competency-based training system. The report contains 18 references. (KC)

ED 443 978   CE 080 535

Marginson, Simon
The Changing Nature and Organisation of Work, and the Implications for Vocational Education and Training in Australia: Issues Paper and Annotated Bibliography.
PUB DATE- 00
NOTE- 157p.; Annotated Bibliography diskette not available from ERIC.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Change; Developed Nations; Education Work Relationship; *Educational Trends; Employment;

(2) the philosophies of Dewey and Habermas as "backbone philosophies" of reflection; (3) reflection in experiential learning (Kolb's experiential learning cycle, action research); (4) the work of Donald Schon and reflection in professional practice (reflection-in-action versus reflection-on-action, reflection in professional education); (5) a theoretical stance on reflective practice in the professions (reflection and professional characteristics); (6) a practical stance on reflective practice in the professions; (7) the role of reflection in counseling, therapy, and personal development (empowerment, emancipation); (8) taking stock of reflection; (9) fundamentals of learning (constructivism); (10) mapping learning; (11) the place of reflection in learning; (12) the conditions for reflection; (13) two case studies of reflection in professional situations; (14) learning journals as tools for learning through reflection; and (15) more ways and means of learning through reflection (generating reflection by having learners reflect on their own learning and by teaching critical thinking and philosophy). Eleven tables/figures are included. (Contains 272 references.) (MN)

ED 443 995   CE 080 562

Gray, Kenneth C.; Herr, Edwin L.
Other Ways To Win: Creating Alternatives for High School Graduates. Second Edition.
PUB DATE- 00
NOTE- 211p.; For first edition, see ED 390 988.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Education; Career Exploration; *Career Guidance; Case Studies; Change Strategies; College Preparation; Comparative Analysis; *Curriculum Development; Disadvantaged Youth; Economically Disadvantaged; *Education Work Relationship; Educational Attitudes; Educational Change; Educational Needs; *Educational Opportunities; Educational Research; Employment Opportunities; Employment Patterns; Employment Projections; *Equal Education; Equal Opportunities (Jobs); Followup Studies; High School Graduates; High Schools; Labor Market; Models; *Noncollege Bound Students; Nontraditional Occupations; Outcomes of Education; Parent Participation; Politics of Education; Postsecondary Education; Salary Wage Differentials; Sex Bias; Special Needs Students; Success; Systems Approach; Technical Education; Womens Education
IDENTIFIERS- ge Differentials; Sex Bias; Special Needs Students; Success; Systems Approach; Technical Education; Womens Education

This book explains how high school teachers and counselors can modify their schools' existing programs to create viable options for noncollege-bound students and help them regain control over their lives. Chapters 1-7 discuss the following topics: (1) rescuing a generation adrift; (2) recognizing the forces behind the "one way to win" mentality; (3) limited options for special populations; (4) questionable academic preparation; (5) winners and losers in the "one way to win" game; (6) the politics of average students; and (7) the high-skill/high-wage rationale. Chapters 8-10 detail a process for helping noncollege-bound high school graduates discover alternative "other ways to win" that include the following steps: (1) providing systematic career guidance for students and structured feedback for parents; (2) redesigning the high school academic curriculum; and (3) ensuring equal status and focused academics. Chapter 11 reviews the following strategies

and CE 080 581.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; *Charts; Diagrams; Flow Charts; *Graphs; *Information Literacy; *Information Skills; Instructional Materials; Job Skills; Learning Activities; Learning Modules; Map Skills; *Maps; Measurement Equipment; Postsecondary Education; Records (Forms); Secondary Education; *Tables (Data); Teaching Guides; Vocational Education; Workplace Literacy
IDENTIFIERS- *Work Keys (ACT)

Part of a series of instructor guides designed to support Ohio's ACT Work Keys System, this book is designed for teachers and industry trainers seeking strategies to prepare people to read and interpret workplace graphics. It is for instructors of all subject areas, parents, mentors, and trainers; has skills meant for all learners; supports what instructors are already doing; supplements the curriculum; reflects the format of the ACT Work Keys Systems; and divides instructional strategies and practice problems by Work Keys level. Sections 1-6 provide an overview of the Work Keys System; define "locating information;" explain how to use the book to improve learners' locating information skills; and outline assessment. Sections 7-10 cover locating information--improving to Work Keys levels 3, 4, 5, and 6. Each section focuses on one level and consists of these components: characteristics of that level's graphics; that level's locating information skills; prerequisite skills; graphics descriptions and learning activities; and practice problems with answers. Appendixes include information on locating information resources, information testing resources, and a ready-to-use assessment. (YLB)

ED 444 012 CE 080 581

Morrow, Cherie
Reading for Information: Targets for Learning. Teaching Workplace Reading Skills.
PUB DATE- 00
NOTE- 275p.; For other guides in this series, see ED 418 251-252 and CE 080 580.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; *Functional Reading; *Information Literacy; Instructional Materials; *Job Skills; Learning Activities; Learning Modules; Postsecondary Education; *Reading Skills; Secondary Education; Teaching Guides; Teaching Methods; Vocational Education; Workplace Literacy
IDENTIFIERS- *Work Keys (ACT)

Part of a series of instructor guides designed to support Ohio's ACT Work Keys System, this book addresses the skills required to read and understand the kinds of documents used in the workplace and to apply the information they contain in performing job tasks. It is for teachers, tutors, parents, mentors, and trainers seeking strategies for preparing people to apply reading skills to real-life situations at home and in the workplace. Learning activities are designed for learners in secondary, postsecondary, and adult training situations. The book supplements the curriculum; its learning activities reinforce basic reading skills and provide practice in each changes in the wage structure in a sample of local labor markets; (2) it examines changes in the structure of wages paid for specific jobs; and (3) it focuses on jobs and skills required as the primary determinants of wages. The identified changes in local wage structures over time were generally similar to those found in earlier studies of national data. Changes in benefit coverage were not as extensive as changes in wage rates and appeared closely related to union contract coverage. Returns on skills had generally increased; however, the results varied considerably for training, job level, cognitive skills, and machine-related skills. Both between and within occupational groups, changes in wage inequality appeared closely related to the role of labor market forces, union contract coverage, and the real minimum wage. (Appended are the following: list of data sources and definitions of the study metropolitan areas; wage distribution data; and unemployment rates. Thirty-one tables/figures are included. The bibliography contains 111 references.) (MN)

ED 444 028 CE 080 610

Reddy, Lynn; Green, Susan
From the Margins to the Mainstream: An Action Agenda for Literacy. The National Literacy Summit, 2000.
PUB DATE- 00
NOTE- 16p.; This final report was produced by the members of the National Literacy Summit, 2000 Steering Committee.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Access to Education; Adult Basic Education; *Adult Literacy; Educational Finance; Educational Needs; *Educational Quality; Family Literacy; Illiteracy; *Literacy Education; Partnerships in Education; *Resource Allocation; *Social Action; Workplace Literacy

This report proposes a plan of action to help the United States meet its literacy challenges. Section 1 is a call to action that emphasizes the challenge posed by the 1993 National Adult Literacy Survey that found more than 40 million adults--over a fifth of the adult population--have low literacy skills. Section 2 presents literacy as a national concern, since literacy skills are critical to holding a job, a healthy economy, better health outcomes, better Internet access, and parental support of children's language and literacy development. Section 3 proposes an action agenda built around three key priorities. Section 4 presents the three priorities--resources, access, and quality--accompanied by outcomes of achieving the priorities and a sampling of actions that stakeholders and their partners in states or communities can take. A list of group participants is appended. (YLB)

ED 444 029 CE 080 611

Vocational Education Practices That Support Welfare Reform: A Compendium of Promising Practices.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 00
NOTE- 297p.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)

of Justice in 1998. It begins by discussing the organization and its financial data. Funding growth and collaborative activities since 1994 are also described. Overviews of basic and applied research, technology development, testing the research and technology, initiatives with other countries, and information distribution from the Institute are provided. While examining community safety issues, this report discusses monitoring arrestees' drug use to reveal community trends; strategic approaches to community safety; policing in the community; and minimizing risk through less-than lethal technology. In the Taking Steps To Prevent Crime section of this report, mapping out crime; partnerships that promote the safety of women and families; and enhancing public safety by improving and detecting weapons are described. Initiatives for finding new ways of working together include the discussion of partnerships in order to expand perspective and resources; consulting the experts in science and technology; and guiding the user of state-of-the-art technology. The final section, Exploring Issues of Special Concern, examines understanding crime in its context by describing a project in Chicago; examines youth and crime issues; as well as issues in sentencing and correction. The information on youth and crime issues is of particular interest to educators. Examined are developmental antecedents to youth violence, safety in schools, gang-related violence, and juvenile transfer to adult courts. Appendix A lists awards made and Appendix B lists documents published in fiscal year 1998. (MKA)

ED 444 047   CG 030 067

Brooks, Clifford W., Jr., Ed.; Carey, Andrew L., Ed.
Journal of the Pennsylvania Counseling Association, 1999-2000.
PUB DATE- 00
NOTE- 126p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Counseling Theories; *Counselor Training; Evaluation; Higher Education; *Professional Development; *Self Efficacy; Sexual Abuse; *Spirituality
IDENTIFIERS- Child Abuse Survivors; Multicultural Counseling

This document consists of the two issues making up volume 2 of "The Journal of the Pennsylvania Counseling Association." The articles attempt to meet the interests and needs of those in various counseling fields such as counselor education, mental health, career, rehabilitation, and community or school counseling. Articles in the first issue include: "Professional Development Message from the Co-Editors" (Clifford W. Brooks, Jr. and Andrew L. Carey); "The Counseling/Learning Model Using Epistemological Theory in College Counseling" (Colette T. Dollarhide and Susan Scully); "Sick at School: The School Counselor and Psychosomatic Disorders" (Kurt L. Kraus, Anne M. Geroski, and Kevin A. Rodgers); "The Client Developed Daily Inventory: A Self-Directed Evaluation of Personal Performance and Experience" (Robert J. Chapman and Paul D. Borish); "Sarah's Story: Using Ritual Therapy to Address Psychospirutal Issues in Treating Survivors of Childhood Sexual Abuse" (Rahda J. Parker, H. Shelton Horton, Jr., and Terri Watson); and "Experimental Pre-Practicum Counselor Training" (Kevin A. Fall, Justin E. Levitov, and Maureen C. Jennings). Articles in the second issue include: "Increasing the Odds: How to Get Published in JPCA" (Andrew L. Carey and Clifford W. Brooks, Jr.); "Ethics, Philosophy, and Culture: Exploring the Issues Involved in the Spirituality-Religion-Counseling Debate" (Lance non-profit organizations, and corporate life are facing the task of developing career development services that support the individual in becoming more employable. The National Centre for Career Issues identified 14 universal life needs that are the new representation of work. The importance attached by government to career development is demonstrated by a number of initiatives, including the national lifelong learning program, and developments regarding employment services and social security. Government policy regarding developments in employment service and social security is geared towards the less fortunate groups of society. Employment offices in the Netherlands are split between a public and private element. Many organizations, oriented toward the labor market, are interested in the new approach to career development. Some new approaches listed include a theoretical framework for the use of diagnostic tools in career process of job seekers; Renewal Information and Advice Project for job seekers to find information on occupations, training, and work on the Internet; and Agora Project, a digital mediation system. (JDM)

ED 444 066   CG 030 161

Oakes, Lester; von Dadelszen, Jane
The New Zealand Policy Framework for Career Information and Guidance.
PUB DATE- 00
NOTE- 13p.; In: Making Waves: Career Development and Public Policy. International Symposium 1999 Papers, Proceedings, and Strategies (Ottawa, Ontario, Canada, May 2-4, 1999); see CG 030 145.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Vocational Education; *Career Development; Elementary Secondary Education; Foreign Countries; *Government Role; Internet; Job Training; Labor Force Development; Lifelong Learning; National Programs; Postsecondary Education; *Public Policy
IDENTIFIERS- *New Zealand

The education sector of New Zealand was restructured in 1989. Career Services was created by integrating the Vocational Guidance Service and careers information functions from the Department of Labor. The goal of the Career Services is to assist in the achievement of government education, training, and employment goals through high quality information, advice, and guidance services. Current government policy sees an accurate information system via the Internet as the central component of all government career information and guidance initiatives. Funding exists for career guidance in schools and for employed and unemployed adults. In considering policy issues for the present and future, the concept of lifelong learning is central to policy direction of the education system and labor market. In 1995, the government made decisions that underpin current policy on provision of career information and guidance services, which encourages diversity and responsiveness in the guidance market. Several action steps are identified to address these issues. Monitoring and evaluating current policy in relation to the ability of schools to deliver effective career education and guidance is one suggestion. Other suggestions are to increase the profile of career guidance in the wider community, and harnessing technology to

LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adolescents; *Bereavement; Children; Childrens Rights; Death; *Family Violence; *Grief; *Parents; Posttraumatic Stress Disorder; Research

Children bereaved by the death of one parent at the hands of the other, almost always the father, in effect lose both parents, and are often forgotten in the midst of such dramatic situations. Reflecting the increased interest in child protection and child law systems, this book brings to public knowledge information about the effects of psychological trauma and bereavement on children. This book combines knowledge about bereavement with that of post-traumatic stress disorder. It is designed for all those involved in the care of these children, both professionally and personally. Part I outlines what is known about the general effects of trauma, violence, and grief on children and adolescents. Part II deals specifically with the results for children of the experience of one parent killing another. Part III summarizes the findings of researchers and makes recommendations about how to plan services for all children and adolescents affected by loss or trauma or both. Appendix 1 is "Interviewing the Traumatised Child"; Appendix 2 is "Principles and Practice in Child Law"; Appendix 3 is "The Classification of Post-Traumatic Stress Disorder"; Appendix 4 is "Voluntary Help; Useful Addresses"; and Appendix 5 is "Principles for Practice and Signposts for Future Work." Provides a glossary, name index, and subject index. (Contains 267 references.) (MKA)

ED 444 087 CG 030 237

Komarchuk, Nick; Swenson, Audra; Warkocki, Lynn
Improving Secondary Student Academic Success through the Implementation of Motivational Strategies.
PUB DATE- 00
NOTE- 44p.; Master of Arts Action Research Project, St. Xavier University and Skylight Professional Development.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Achievement; Change Strategies; Cooperative Learning; *Educational Improvement; *High School Students; High Schools; Motivation Techniques; Multiple Intelligences; Student Motivation; Teacher Student Relationship
IDENTIFIERS- *Illinois (Chicago Suburbs)

This paper reports on a project created to improve high school students' academic success. Students in three schools in the suburbs south of Chicago were targeted. Lack of student success was attributed to several probable causes: teacher-student relationships, curriculum relevance and choice, family issues, teacher expectations, lack of incentives, past academic performance, risk taking, and teaching to just a few of the multiple intelligences. Interventions were based on motivational strategies, such as strengthening the student/teacher relationship, employing the use of activities that targeted the multiple intelligences, and providing students with academic choices. Following the interventions, almost half of the target population indicated that their motivation increased. Cooperative learning and activities that supervisor trainees on issues of best practice. This third edition includes timely topics such as multicultural issues in counselor supervision; the supervisory relationship and its influence on supervision process and outcome; ethical and advocacy issues in supervision; group supervision; and supervisor training. Case examples are used throughout the book to illustrate the application of theory to practical issues that counselor supervisors encounter. The fifteen chapters of the book are divided into four major sections. In Part 1, "Counselor Supervision: Essentials for Training" (L.J. Bradley, J.A. Kottler; J.L. Muse-Burke, N. Ladany, M. Deck, J.R. Ancis) basic principles, roles, and functions are reviewed. Effective supervisory interventions are considered, along with a framework for understanding supervision from a multicultural perspective. Part 2, "Theoretical Approaches to Counselor Supervision" (L.J. Bradley, L.J. Gould, G.D. Parr, P.O. Whiting, K.J. Planny), provides an overview of the primary theoretical models of supervision. Part 3, "Specialized Models of Counselor Supervision" (R.L. Hayes, L.S. Blackman, C. Brennan, S. Magnuson, K. Norem, L.J. Bradley, M.K. Bronson, M. Kaufman, K.J. Morgen, N. Ladany) discusses supervision models that include group supervision, supervision of school counselors, supervision of career counselors, and supervision of family counselors. Part 4, "Professional Issues in Counselor Supervision" (L.J. Gould, L.J. Bradley, N. Ladany, J.L. Muse-Burke, J.A. Lewis, J.R. Cheek, C.B. Hendricks, J.A. Kottler, D. Lehrman-Waterman, P.O. Whiting), discusses such issues as trainee evaluation, supervision, research, integrating advocacy into practice, and ethical principles and guidelines. (Contains 13 tables and 1,363 references.) (Author/JDM)

ED 444 109   CG 030 317

Reed, Richard P.; Jones, Kathleen P.; Walker, Joan M.; Hoover-Dempsey, Kathleen V.
Parents' Motivations for Involvement in Children's Education: Testing a Theoretical Model.
PUB DATE- 00
NOTE- 21p.; Paper presented at the Annual Conference of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Children; Elementary Secondary Education; Models; Motivation; Outcomes of Education; *Parent Participation; *Parent School Relationship; *Partnerships in Education; Role Perception; Theory Practice Relationship

This paper examines the motivational factors that influence parents' decisions to become involved in the children's education by testing the first level of Hoover-Dempsey and Sandler's model of the parental involvement process. It suggests that the following constructs are key to understanding parents' involvement decisions: (1) parental role construction frames what parents believe they are supposed to do with respect to their children's education; (2) parents' sense of efficacy for helping the child succeed in school defines how effective parents believe they can be in influencing their child's educational outcomes; and (3) parents' perceptions of general invitations, opportunities, and demands for involvement from the school shape parents' beliefs about the school's expectations for their involvement. The study tests the utility of these constructs in predicting parents' involvement

"Develop Sensitivity to Environmental Needs with 'A River Ran Wild'"; "Appreciate Animals with 'The Humane Societies: A Voice for the Animals'"; "Play with Poetry with 'The Book of Pigericks'"; and "Three Cinderella Stories": "Vasilissa the Beautiful: A Russian Folktale"; "Yeh-Shen: A Cinderella Story from China"; and "Cinderella (Fay's Fairy Tales)." The fifth chapter, "Books Used with Older Readers," contains sections entitled "Think through Relationships with 'Philip Hall Likes Me. I Reckon Maybe'"; "Grow with 'Seedfolks'"; "Study Opposites with 'Tops and Bottoms'"; "Dare To Dream with 'Dragonwings'"; and a subsection entitled "Use Jean Fritz Books To Enhance a Unit on the American Revolution and Colonial America," dealing with the children's books "Can't You Make Them Behave, King George?"; "Will You Sign Here, John Hancock?"; "What's the Big Idea, Ben Franklin?"; and "George Washington's Mother." (Contains an afterword "Plant a Seed--Read!" and approximately 100 references.) (RS)

ED 444 131   CS 014 077

Allen, Elizabeth S.
Reading Support: Asking the Right Questions, Getting Answers That Matter.
PUB DATE- 99
NOTE- 20p.; Paper presented at the Joint Meeting of the Australian Association for Research in Education/New Zealand Association for Research in Education (Melbourne, Victoria, Australia, November 29-December 3, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Foreign Countries; Instructional Effectiveness; Low Achievement; Outcome Based Education; Primary Education; *Reading Achievement; Reading Difficulties; *Reading Instruction; Research Methodology
IDENTIFIERS- Australia

Increasingly, reading proficiency is being measured in terms of outcomes based data. This drive for accountability supports the growth of National Profiles, Literacy Benchmarks, and statewide assessments such as the Diagnostic Net, which record the numbers of students who fail to make the grade. In the face of widespread concerns about perceived low literacy standards, governments have responded by providing increased funding for students experiencing difficulty, introducing specialized programs and personnel, and revamping syllabus documents. But are these responses based on an authentic assessment of the situation? Outcomes based data cannot adequately reflect the complex issues addressed in school contexts. Perhaps further questions should be asked, including: What is the nature of reading support? How is it planned and provided? What actually happens in support programs? How do students perceive the support they receive? This paper presents the rationale and methodology of current research investigating policies and practices in reading support across years 1-3 in two Queensland schools. The research is designed to identify the critical elements contributing to success in these contexts recognized for their provision of highly effective reading support. It features an emphasis on qualitative methods of investigation, an exploration and analysis of teacher theoretical orientations and their effects on planning and practice, and comprehensive description and analysis of the actual experiences and perceptions of the students receiving various types of reading students as well as university hierarchies. Chapter 2, "Politicizing the Composition Classroom," addresses a rising trend linking the teaching of writing with social awareness and interrogation of culturally held belief systems. Chapter 3, "Creating a Safe Place," suggests that the classroom should be a place where students are free to explore their own beliefs at their own pace. Chapters 4 and 5, "What about Authority?" and "Asserting Non-Native Authority," address the debate surrounding authority in the classroom and investigate authority concerns affecting non-native teachers of English and non-native students. Chapter 6, "In Their Own Voice," considers the debate over the place of the personal within academic discourse and the freshman composition classroom. Chapter 7, "From Research to the Classroom," is a transitional chapter moving from theoretical concerns to hands-on classroom problems and solutions. Chapters 8, 9, and 10, "Responding to Student Papers," "Rethinkiing Mechanics," and "Grading," deal with responding to actual student work. (Contains approximately 160 references.) (EF)

ED 444 151   CS 217 195

Alexander, Neville
English Unassailable but Unattainable: The Dilemma of Language Policy in South African Education.
PUB DATE- 99
NOTE- 18p.; Paper presented at the Biennial Conference of the International Federation for the Teaching of English (University of Warwick, England, UK, July 7-10, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Bilingualism; Colonialism; *Developing Nations; *Educational Policy; Elementary Secondary Education; *English (Second Language); Foreign Countries; *Language Attitudes; *Language Role
IDENTIFIERS- Educational Issues; English as an International Language; *Language Policy; *South Africa

This paper considers the concept of English as a global language in the context of South African educational policy. The paper first notes that the richer a country is the more possible it is for the rulers to take the social costs of language policy into account, i.e., the Netherlands and Canada can spend vast sums on different aspects of language policy, especially on the learning of foreign languages and on the accommodation of the languages of immigrant minorities, whereas most African countries are constrained to implement language in education policies that might seem irrational. It points out that for reasons that have to do with the modalities of colonial oppression in the 19th and 20th centuries, it seemed as though every newly independent African state was doomed to take the same language policy detour by accepting in practice the primacy of the ex-colonial language. It also discusses the existence of what has been called the "ESL industry" and its marginalizing effects on the African languages and the consequent disempowerment of the speakers of those languages. The paper then concentrates on the new language policy in education in South Africa and discusses the dilemmas and the problems to which this has given rise. It states that the most important features of the policy in regard to language medium is its commitment to an additive bilingualism approach as the desirable norm in all South African schools. The paper

Political Issues
IDENTIFIERS- *Australia

This paper draws on research undertaken during recent years, especially research involving students in classrooms in Australia. The paper focuses on some examples and issues of educational practice occurring in a context where "genre theory"--along with other theories and concepts concerning language and literacy--have been used as a foundation for the English syllabus in years P-10. It has three parts, and in each part the concrete examples used are drawn from the aforementioned research as much as possible. The paper's first part considers some aspects of the politics of genre as applied language educational theory, while the second part uses concepts of "Use," "Tactics," and "Strategy" based on the work of Michel de Certeau to understand some differences between the literacy practices of one student in school and his literacy practices outside of school. The paper's final part raises some issues about established genres in the current context of changes accompanying the large-scale adoption of new information and communications technologies. (Contains 35 references.) (NKA)

ED 444 172 CS 217 222

Sulentic, Margaret-Mary Martine
Inventing Culturally Relevant Pedagogy in Two Fourth/Fifth-Grade Combination Classrooms: Diversity and Diglossia among Black English Speakers.
PUB DATE- 99
NOTE- 323p.; Ph.D. Thesis, Graduate College of the University of Iowa.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Black Culture; *Black Dialects; Black Students; Cultural Context; *Cultural Differences; *Diglossia; Elementary School Students; Ethnography; Grade 4; Grade 5; Intermediate Grades; *Teacher Behavior
IDENTIFIERS- *African Americans; Iowa (Waterloo)

When educators lack the knowledge, understanding and acceptance of their students' language and culture, especially when it differs from their own, a huge mismatch can and often does occur between school and home. What happens to African American children who are raised speaking Black English but schooled in standard English? How do teachers help students who differ from the mainstream mediate socio-cultural tensions and navigate demands of two cultures and speech communities? This qualitative study examines the socio-cultural context of language, diglossia, and diversity in two fourth/fifth grade, predominantly African American classrooms in Waterloo, Iowa. A nesting design was selected for this study to situate Black language interactions within each classroom, the school district, the Waterloo communities and language classification in American society at large. The ethnographic techniques of participant observation, audiotaping, and interviewing were used to collect data. Historical data was collected to understand the historical and political contexts of the African-American community in this city as it connects to the Delta of Mississippi as well as to larger society. The code-switching and diglossia of four focal students was given particular focus to understand children's negotiation of the language demands of several communities. Data analysis led to three major categories: inventing classroom culture, language choice

Bar-Natan, Irit; Hertz-Lazarowitz, Rachel
Measures of Writing Development in Learning Environments Using Cooperative Learning (CL) and Computer Mediated Communication (CMC).
PUB DATE- 00
NOTE- 34p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Mediated Communication; *Cooperative Learning; Foreign Countries; *Instructional Effectiveness; Intermediate Grades; Models; Multivariate Analysis; *Writing Improvement; *Writing Processes; Writing Research
IDENTIFIERS- *Israel; *Learning Environments; Theoretical Orientation

The computer-mediated communication (CMC) learning environment focuses on children's interaction with the computers and their mastery of the technology as potential for learning. Peer interaction mainly in cooperative and collaborative learning environments (CL) focus on the contribution of peers to literacy and writing development. A study examined writing development and perception about writing of Arab and Jewish elementary school children in Israel within each of the above learning environments and within an integrated method of CL-CMC. Each of the three methods was carefully designed and implemented based on the theoretical model of the six "mirrors" of the classroom (Hertz-Lazarowitz, 1992). The central research question was to find the differential contribution of each of these learning environments in children's writing development. Research was conducted within 20 fifth and sixth grade classrooms in six schools, three Arab and three Jewish. Data were collected from 599 students (210 Jewish, 389 Arab) twice in the school year, and multivariate repeated measures analysis was conducted on this data. The CL-CMC learning environment created the larger gains with time in scores for the students. In the CL only, the scores decreased slightly; in the CMC no gains were found in all of the measures. The important finding is that CL-CMC equalized and enriched significantly Arabs and girls groups which usually gain less. In addition, the contribution of CL-CMC to the affective domains of children's writing is prominent. (Contains 4 tables, 5 figures, and 58 references.) (NKA)

ED 444 192 CS 510 364

Seim, Roland
Between Freedom of the Media and Intrusions of Censorship in German Popular Culture.
PUB DATE- 00
NOTE- 10p.; Paper presented at the Biennial Meeting of the International Society for the Empirical Study of Literature Conference (7th, Toronto, Canada, July 31-August 4, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Censorship; Cultural Context; Foreign Countries; *Freedom of Speech; *Mass Media; *Popular Culture; Social Problems
IDENTIFIERS- *Germany

study, which comprised 12 samples from television programs, theatrical films, music videos, and teen magazines. Results indicated that the under-representation of women in the samples was consistent with analyses from the past 40 years up to current studies. Findings suggest that the media offer girls many positive role models in independent women who rely on themselves to solve their own problems and who use intelligence, honesty, and efficiency to achieve their goals. Findings also suggest that the media contain stereotypical messages about appearance, relationships and careers. (Contains 19 tables of data. Appendixes contain lists of the television shows, films, music videos, and magazines used in the analysis.) (EF)

ED 444 215 CS 510 409

Reflections of Girls in the Media: A National Survey of Children. A Summary of Findings and Toplines.
SPONS. AGENCY- Children Now, Oakland, CA.; Henry J. Kaiser Family Foundation, Menlo Park, CA.
PUB DATE- 97
NOTE- 21p.; For related documents from the study, see CS 510 407-410. Survey conducted by Lake, Sosin, Snell, & Associates.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adolescents; *Females; Films; *Gender Issues; *Mass Media Effects; Mass Media Role; National Surveys; *Popular Culture; Preadolescents; Role Models; Secondary Education; *Sex Role; *Sex Stereotypes; Television
IDENTIFIERS- Media Appraisal; *Media Imagery; Music Videos; Teen Magazines

This document presents a summary of a national telephone survey that examined messages sent to adolescent girls (ages 10 to 17) across 6 types of media most heavily used by adolescent girls: television, movies, magazines, music videos, television commercials, and magazine advertisements. The study asked what messages are sent about gender roles--primarily about the importance of appearance, relationships, and careers. The summary presents findings and highlights of the study as well as "toplines" (the full survey instrument with data tabulated for each item in the survey). Results indicated: (1) kids believe television provides positive role models and messages about gender; (2) kids, however, were also very aware of ways where television reflects and may reinforce some gender stereotypes; (3) girls want to look like the characters they see on television; (4) more girls than boys, in particular, think the kids on television are like them and their friends; and (5) girls turn often to many types of media. (Contains 15 notes.) (SR)

ED 444 216 CS 510 410

Reflections of Girls in the Media: A Two-Part Study on Gender and Media. Summary of Key Findings.
SPONS. AGENCY- Henry J. Kaiser Family Foundation, Menlo Park, CA.; Children Now, Oakland, CA.
PUB DATE- 97
NOTE- 7p.; For related documents from the study, see CS 510 407-410. Production and printing funded by a grant from the Three Guineas Fund.
LANGUAGE- English

IDENTIFIERS- *Arizona

This paper examines the genesis of Arizona's charter school law and discusses the key features of that law. Drawing on published sources and interviews conducted from November 1997 to March 2000 with 46 Arizona educators and policymakers, the paper details the conditions that prompted the broad push for charter schools. The text describes the state's political landscape, the concerted effort that was required to pass a charter school law, and the confusion that surrounded the sudden implementation of the law. It describes how charter operators were relatively unconstrained in determining their curricula, the variation among schools, and the type of students who typically attend these schools. Information on oversight and accountability is supplied, along with descriptions of efforts by public schools to compete for students and the negative responses engendered by such competition. The article claims that the Arizona experience vivifies the significance of charter schooling, and it outlines how the political success of charter school advocates reshaped the way policymakers and educators discuss accountability and schooling, encouraging those wishing to put more emphasis on outputs and less on inputs. However, it is not yet clear whether charter schools do a better job of educating students than do district schools. (Contains 27 references.) (RJM)

ED 444 235 EA 030 551

Hess, Frederick M.
Hints of the Pick-Axe: The Impact of Competition on Public Schooling in Milwaukee.
PUB DATE- 00
NOTE- 66p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, Louisiana, April 24-28, 2000). For related case studies by the author, see EA 030 548 and 550.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Charter Schools; *Competition; Educational Policy; Elementary Secondary Education; Nontraditional Education; *Program Evaluation; *Program Implementation; Public Schools; *School Choice
IDENTIFIERS- Milwaukee Public Schools WI; Wisconsin (Milwaukee)

This paper describes the United States' first public voucher program, which was launched in Milwaukee, Wisconsin, in 1990. It discusses the three phases that school competition has undergone in the Milwaukee Public School (MPS) district. These phases are a period of minimal competition from 1990-95, the passage of new charter-school legislation and a dramatically expanded voucher legislation in 1995, and the city's final push into charter schooling in 1997-98, which launched increasingly visible competition. Competition has neither had any systemic effects on teaching and learning in MPS schools and classrooms, nor has the presence of limited competition refocused teachers or principals or changed how they do their jobs. Competition has produced some new efforts to raise standards, increase choices, and open new schools, albeit there is little evidence that these moves have affected classrooms. Furthermore, charters have provoked symbolic reactions from MPS and leaders of the Milwaukee Teachers' Education Association, creating the potential for meaningful change and permitting new schools to form. The paper concludes that there is no evidence to suggest short-term market forces have ended inefficiencies in

This paper examines how the Texas charter-school law is being implemented, with particular attention paid to issues of equity and social justice. It focuses on the demographic composition of students and staff in Texas' charter schools, provisions for oversight and accountability, early indices of student performance, ongoing controversies, analyses of trends, and recommendations for ensuring equity in charter schools. Compared with their overall enrollment in public schools, African-American and Hispanic students are over-represented in charter schools, while their Anglo counterparts are underrepresented. In addition, charter schools serve fewer numbers of special-education and limited-English-proficient (LEP) students than public schools statewide. This raises serious questions of equity and social justice, particularly insofar as children labeled as "special ed" or LEP are considered by many educators to be the children most difficult to educate. Another equity area concerns the subject of staffing and governance. Tables present student demographics and percentage passing the Texas Assessment of Academic Skills for charter schools and public schools. An appendix contains a summary of key provisions of Texas' Charter School Law. (Contains 38 references.) (DFR)

ED 444 255   EA 030 576

Huang, Shwu-yong L.
Principals' Perceptions of School-Level Environments in Effective and Ineffective Urban Schools.
PUB DATE- 99
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Administrator Role; *Educational Attainment; *Educational Environment; Elementary Secondary Education; *Learning Experience; *Principals; Teacher Attitudes; *Urban Schools

School-level environments differ from the classroom environments. Classroom environments involve students' perceptions of their relationships with teachers and other students in their classrooms; school-level environments involve mainly teachers and school staff's perceptions of their work environment, their relationship with other teachers, senior staff, and students. Research centering on teachers' perceptions of the school environment provide the current knowledge base in this field; however, principals' perceptions of school environment remain to be explored. Eight urban school principals--four each from effective and ineffective schools--participated in this study. Results indicated that, in general, these principals had positive perceptions of their school-level environment despite the adverse conditions in urban public schools. Principals from effective schools, however, perceived significantly greater teacher interpersonal relations with their students, colleagues, and parents. These school principals also rated their student academic orientation and school standards higher than their counterparts. They also had more confidence in their leadership, they motivated teachers more, and they asked teachers to participate in decision making more than did principals from ineffective schools. (Contains 48 references.) (DFR) problems and their solutions. The following section summarizes results relevant to teacher outcomes, child outcomes, policy, and maintenance of a comprehensive technology system. Concluding sections address lessons learned, implications, and recommendations. An appendix summarizes principles related to establishing and maintaining an effective early childhood comprehensive technology system. A closed-captioned videotape accompanies the report. (Contains 32 references.) (DB)

ED 444 276 EC 307 965

Salamanca Five Years On: A Review of UNESCO Activities in the Light of the Salamanca Statement and Framework for Action on Special Needs Education.
PUB DATE- 99
NOTE- 31p.; Title page reads, "Adopted at the World Conference on Special Needs Education: Access and Quality."
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; *Change Strategies; Comparative Education; *Disabilities; Early Childhood Education; Educational Policy; Educational Quality; Elementary Secondary Education; Foreign Countries; *Inclusive Schools; International Education; International Organizations; *Regular and Special Education Relationship; *Special Needs Students
IDENTIFIERS- *Salamanca Statement and Framework for Action; *UNESCO

This report is a review of effects of the Salamanca Statement and Framework for Action, a product of representatives of 92 governments and 25 international organizations who attended the 1994 World Conference on Special Needs Education: Access and Quality. It reports that UNESCO has been disseminating the recommendations from the Salamanca World Conference and has assumed a catalytic role in disseminating ideas and practices concerning meeting special educational needs within the regular educational system. The main thrust of UNESCO's efforts has focused on developing national capacities for policymaking and systems management in support of inclusive education and bringing forward the concerns of people with disabilities, as well as other marginalized groups, on the wider educational agenda and on the agendas of international development organizations. Separate sections report on activities, accomplishments, and publications concerned with building capacities for educational change, human resource development, inclusive schools and community support programs, inclusion on the wider education agenda, and information, networking, and dissemination. (Contains 13 resources.) (DB)

ED 444 277 EC 307 966

Individualized Education Program Team Manual. Includes: Individualized Education Program, Evaluation Review, Manifestation Determination Review. Revised .
PUB DATE- 99
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Compliance (Legal); *Disabilities; Discipline;

Elementary Secondary Education; Federal Legislation; *Legal Responsibility; *Parent Rights; School Districts; Special Education; *Student Rights
IDENTIFIERS- *Individuals with Disabilities Educ Act Amend 1997

This handbook is intended to inform parents of children with disabilities with information about parent rights, the rights of the child, and the responsibilities of the local education agency (LEA) toward meeting the special needs of the child. Individual sections address the following topics: special education laws and children with disabilities, parents' rights, parental consent, referrals for special education services, participation in meetings, prior written notice, evaluation procedures, independent educational evaluation, eligibility determination, the individualized education program, related services, placement, reevaluation, discipline procedures, interim alternative education settings, private school placement, opportunity to examine records, resolving disagreements, mediation, formal written complaints, due process hearings, placements during due process, surrogate parents, transfer of parental rights, and resources for parents. (DB)

ED 444 296   EC 307 985

Kaye, H. Stephen; Kang, Taewoon; LaPlante, Mitchell P.
Mobility Device Use in the United States. Disability Statistics Report 14.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 00
NOTE- 60p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Accessibility (for Disabled); Assistive Devices (for Disabled); *Demography; Health; Health Insurance; *Mobility Aids; *Physical Disabilities; Socioeconomic Background; Statistical Data

This report provides data on the use of mobility devices in the United States by providing a detailed profile of the population using these devices. It covers their demographic characteristics; health and disability status, including diagnoses and impairments, physical functioning, and activities of daily living; and health insurance status. The report also addresses the accessibility of mobility device users' homes and larger environments. Introductory material includes highlights of the report and analysis of data sources and accuracy. The first major section focuses on population estimates and sociodemographic comparisons, including age and gender, race and ethnicity, educational attainment, employment and labor force participation, family income, and location and setting of residence. The following section addresses the health and disability status of mobility device users, including self-reported health status, hospitalization history, perceived disability status, activity limitation, functional limitation, activities of daily living, and instrumental activities of daily living. The third section considers health conditions and impairments associated with use of mobility devices by age group and by leading conditions. The next section considers accessibility features and problems, including those within and around the home, those outside the home, and public transportation. A brief section on health and insurance and a section on conclusions complete the report. Twenty-six tables

This book uses humorous cartoons and commentary on giftedness to provide parents with information on the characteristics, challenges, and joys of parenting a gifted child. Characteristics of gifted children that are highlighted include advanced intellectual ability, verbal proficiency, curiosity, creativity, high energy, focus, passion, and intensity, logical thinking, sensitivity, and sense of humor. The good things and not-so-good things about each characteristic are shared, along with ways to help encourage the development of gifted children. Information is also provided on the differences between bright children and gifted children, gifted identification, labeling, multiple intelligences, perfectionism, peer relationships, teasing, self-esteem, and child advocacy. Tips for talking to teachers are provided, along with a list of parental rights. Throughout the book, first-person stories from parents of children with giftedness offer reassurance and insights. A list of related organizations and Web sites is included. (CR)

ED 444 316   EC 308 007

Allen, William T.
Read My Lips: It's My Choice.
PUB DATE- 00
NOTE- 100p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adults; Advocacy; Check Lists; *Decision Making Skills; *Developmental Disabilities; Employment; Housing; Individual Power; Interviews; *Needs Assessment; Recreation; Secondary Education; *Self Advocacy; Services; Skill Development; Student Participation; *Transitional Programs; *Vocational Rehabilitation
IDENTIFIERS- *Individualized Transition Plans

This resource guide for individuals with developmental disabilities and their advocates looks at five ways to increase the freedom of choice for people with developmental disabilities, including assessing needs, planning for services, evaluating services, understanding the service system, and teaching self-advocacy. The first section includes a home interview designed so that people with developmental disabilities can become more involved in developing their own training goals for where they live and work. The second section contains an Individual Program Planning Guide designed so that people with developmental disabilities can become more involved in writing their own service plans. An Individual Transition Planning guide is also provided to help students and their families in planning for the future. A Housing Checklist follows that is designed so that people with developmental disabilities can become more involved in looking at the places where they live and finding out what they like and what could be better. A Consumer Rights Statement is then provided that outlines the rights of people with developmental disabilities when dealing with social services agencies. A final section discusses self-advocacy promotion objectives for social service agencies. Guidelines for administering the checklists are provided. (Contains 14 references.) (CR)

ED 444 317   EC 308 008

Garfinkel, Lili Frank; Jordan, Dixie; Goldberg, Paula; Pernu, educational facilities are legislatively required to conduct an analysis that compares the costs and feasibility of building the new building versus renovating an old building. This document contains the cost and feasibility forms suggested for use in this analysis. The forms provide a checklist and rating system to evaluate the feasibility of renovating buildings, and if the feasibility analysis is not conclusive, doing a cost comparison. (GR)

ED 444 336 EF 005 287

Mayfield, John
Renewing Urban Schools.
PUB DATE- 92
NOTE- 19p.; Paper presented at the O.E.C.D. Seminar (Baltimore, MD, June 3-5, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Involvement; *Educational Facilities Improvement; Elementary Secondary Education; Foreign Countries; Public Schools; *Urban Schools
IDENTIFIERS- Australia; *Urban Revitalization

This paper describes an approach to urban renewal, called the Multi-Function Polis (MFP), which emphasizes education as a key factor in a renewal process that includes development of 21st century industries such as information technology, telecommunications, and environmental management. Focusing on Adelaide, Australia, as an example, the paper discusses the MFP educational component, where resources can be found to achieve both urban renewal and the new urban development, and the importance of community involvement. Final comments summarize the important points of each educational renewal component. (GR)

ED 444 337 EF 005 611

Heschong, Lisa
Daylighting in Schools: An Investigation into the Relationship between Daylighting and Human Performance. Detailed Report.
PUB DATE- 99
NOTE- 140p.; Submitted by the Heschong Mahone Group to Pacific Gas and Electric, on behalf of the California Board for Energy Efficiency Third Party Program. Assistance by Douglas Mahone, Kalpana Kuttaiah, Nehemiah Stone, Cathy Chappell, John McHugh, and Jackie Burton.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Classroom Environment; Elementary Secondary Education; *Light; Research
IDENTIFIERS- Skylights

This study examines the effect of daylighting on human performance, focusing on skylighting as a way to isolate daylight as an illumination source, and separate illumination effects from other qualities associated with daylighting from windows. It establishes a statistical connection between daylighting and student performance and between skylighting and retail sales. Using multivariate linear regression analysis, the study examined 21,000 school records from 3 school districts in 3 states and daylighting conditions in over 2,000 classrooms. Data indicate students with the most classroom daylighting progressed 20 percent faster on math tests and 26 percent on reading tests in one year than those with the least.

main objectives of the survey were: to collect information on the language training industry in order to measure its overall importance as well as the contribution of foreign students; to give decision makers the necessary tools to design appropriate policies; and to provide the second language trainers with a profile of their industry. The report begins with an introduction that briefly sets the report in context. Chapter 1 provides a description of the English as a Second Language (ESL)/French as a Second Language (FSL) training industry in terms of its characteristics such as total revenues, enrollment, employees, and so on. Chapter 2 examines the services offered and the marketing practices of the industry. Chapter 3 examines the importance and role of the foreign market as measured by the number of foreign students studying in Canada and the volume of operations abroad. Chapter 4 reviews ESL/FSL training and teaching methods. A conclusion reviews survey results and provides recommendations for future surveys. Three appendices provide detailed statistical data, methodological details, and a copy of the questionnaire used. Bar charts, pie charts, figures, and various other configurations of data displays are included throughout the text. (KFT)

ED 444 360 FL 026 350

Rogers, Paul
The Use of Commercial Application and Programming Software To Provide Language Students with Self-Access Materials Used in Their Own Time.
PUB DATE- 99
NOTE- 21p.; Title also appears: Writing C.A.L.L. Self-Access Materials.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Techniques; *Computer Assisted Instruction; *Computer Software; *Computer Uses in Education; English (Second Language); *Independent Study; Internet; *Learner Controlled Instruction; Second Language Instruction; Second Language Learning; Teaching Methods

This paper describes the use of commercial application and programming software to provide language students with self-access materials used in their own time. In all cases, it assumes such students will be unsupervised. The idea is that in place of buying expensive and restricted commercially produced authoring packages, a teacher with limited computer skills can make his or her own tailor-made materials. The article begins with tips on using Microsoft PowerPoint to produce simple yet effective listening comprehension packages and goes on to suggest ways of using Visual Basic for reading, listening, and writing comprehension. The paper concludes with some simple comprehension work requiring students to download their own information from the Internet. The point is made throughout that it is especially important for the teacher to know precisely what he or she wants to do with the software package. Intensive and deliberate teacher planning and preparation are essential for computer uses in education to be effective and productive. Screen captures appear as needed throughout the text to make matters as clear as possible for the instructor. (Contains 9 Web sites and e-mail addresses where whole shell programs may be downloaded at no charge.) (KFT)

ED 444 361 FL 026 351

among their students (such as conferences with groups to help them structure their collaboration). The student questionnaire and teacher interview questions are appended. (Contains 36 references.) (KFT)

ED 444 379 FL 026 371

Fillmore, Lily Wong; Snow, Catherine E.
What Teachers Need To Know about Language.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Applied Linguistics; Cultural Pluralism; Elementary Secondary Education; English (Second Language); *Faculty Development; Individualized Instruction; *Knowledge Base for Teaching; Literacy Education; Oral Language; Second Language Instruction; Second Language Learning; *Teacher Education; Teacher Improvement; Written Language
IDENTIFIERS- Academic Language; Content Area Teaching

Today's teachers need access to a wide range of information to function in the classroom. They need a thorough understanding of how language figures in education, and for that reason they must receive systematic and intensive preparation in educational linguistics. A thorough grounding in linguistics would support teachers' undertakings overall, and in particular in teaching literacy skills and working with English language learners. If approached coherently, such preparation would also cover many of the desired teacher competencies, relating to skills in assessing children, in individualizing instruction, and in respecting diversity. This paper lays out a rationale for why current and prospective teachers need to know more about language, and what specific sorts of knowledge they need. Requisite knowledge about oral language, oral language used in formal and academic contexts, and written language is discussed. In the final section, courses are suggested that teacher preparation programs should offer to teacher candidates. This course list may also be seen as specifying aspects of an integrated, in-depth professional development program for inservice teachers. A glossary is appended. (Contains 53 references.) (KFT)

ED 444 380 FL 026 372

Haas, Mari
Thematic, Communicative Language Teaching in the K-8 Classroom. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Communicative Competence (Languages); Elementary Education; French; German; *Second Language Instruction; Second Language Learning; Spanish; *Teaching Methods; *Thematic Approach; Units of Study

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- College Credits; College Curriculum; College Faculty; Continuing Education; Educational Administration; Financial Policy; Graduate Students; *Graduate Study; Higher Education; Leadership; *Policy Analysis; Program Design; Program Development; Special Degree Programs; *Student Certification
IDENTIFIERS- Council of Graduate Schools

This survey takes a best-practices approach to several major issues involving graduate certificate programs; these include: (1) leadership (whether the graduate school should administer certificate programs, state regulation, procedures for approving new programs, impact on student diversity, and terminology); (2) management (whether certificate programs should be free-standing or part of an established curriculum, time limit for programs, fast-track program approval, impact on related degree programs, and advisory committees); (3) curriculum (number of credit hours required, whether programs are post-baccalaureate or post-master's, whether they are in a single or multiple disciplines, distance learning, overlap with degree programs, requirements beyond coursework, and relationship to other certificate programs); (4) faculty (requirements for admission and completion, role of adjunct faculty, and commencement); (5) students (desirability of including certificate program completion on transcripts, requirements for admission, time limits, and how obtaining a certificate relates to gaining admission to a degree program); and (6) fiscal matters (pricing of certificate programs, fiscal basis, financial aid, and who pays tuition). The discussion of each issue follows a standard format: discussion of the issue; colleague's views (comments from three sources); a Council of Graduate Schools reference (a backward pointer); and a model guidelines reference (a forward pointer). Model guidelines are appended. (RAB)

ED 444 400 HE 032 939

Syverson, Peter D.; Bagley, Lisa R.
Graduate Enrollment and Degrees, 1986 to 1997.
PUB DATE- 99
NOTE- 89p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Citizenship; College Admission; College Applicants; *Enrollment; *Enrollment Trends; Ethnic Groups; Geographic Regions; *Graduate Students; *Graduate Study; Higher Education; Institutional Characteristics; Intellectual Disciplines; Sex; Tables (Data)

This report summarizes findings of a survey of 684 higher education institutions offering graduate programs in the United States; responses were received from 634 institutions. Chapter 1 presents highlights of the survey, including a profile of fall 1997 graduate enrollment for each of four regional graduate school associations (Southern, Midwestern, Northeastern, and Western). Data tables include: type of institution; field of study; gender; citizenship; ethnic group; region; number of applications; and number of graduate degrees awarded. Chapter 2 focuses on trends in graduate enrollment for each of the four regional associations for the period 1986-

Education (Professions); Portfolios (Background Materials); Preservice Teacher Education; Science Education; Science Teachers; Tactual Perception; Teacher Role; Teachers; Teaching Methods; Teaching Styles; Thinking Skills; Writing Skills
IDENTIFIERS- Learner Centered Instruction; Paradigm Shifts

The focus of this collection of essays is on new approaches to teaching in higher education. Selections are organized in five sections; the first section focuses on learning styles, while the remaining sections focus on applications in various academic disciplines. The chapters include: (1) "Capitalizing on College Students' Learning Styles: Theory, Practice, and Research" (Rita Dunn); (2) "Practical Approaches to Using Learning Styles in Higher Education: The How-to Steps" (Rita Dunn and Shirley A. Griggs); (3) "Learning Styles in Graduate Education Classes: The River of No Return" (Sue Ellen Read); (4) "Educating Secondary Teachers To Work with Students' Diverse Styles" (Nancy Montgomery); (5) "One Texas University's Approach to Integrating Learning Styles in Teacher Education: Talking the Talk and Walking the Walk" (Janet Whitley and Pam Littleton); (6) "Hannibal 'Lecture' Changes His Oral Menu" (Kenneth J. Dunn); (7) "Distance Education: Reaching beyond the Walls" (Jody Taylor); (8) "Learning Styles in a Suburban College" (Bernadyn Kim Suh); (9) "A Paradigm Shift: Learning-Styles Implementation and Preservice Teachers" (Karen Burke); (10) "Learning Styles and College Teaching: My Experiences with Education Majors" (Ann C. Braio); (11) "Tactual Learning at the Doctoral Level: A Risk Worth Taking" (Barbara K. Given and Edward P. Tyler with Nora Hall, William Johnson, and Margaret Wood); (12) "Divergent Styles, Common Goals: Implications for Counselors" (Shirley A. Griggs); (13) "Teacher Training in Progress: Giving It Our Best Shot" (Katy Lux); (14) "Project Learn: A University-Initiated Consortium of Science Educators and Practitioners" (Barbara S. Thomson); (15) "Teaching Graduate Students with a Learning-Styles Approach: Adding Zest to the Course Ingredients" (Laura Shea Doolan); (16) "Incorporating Learning Styles into the Curricula of Two Programs in a College of Health-Related Professions" (Joyce A. Miller and Rose F. Lefkowitz); (17) "Bringing Learning-Style Instructional Strategies to Law Schools: You Be the Judge!" (Robin A. Boyle); (18) "Meeting the Academic Challenges of an Undergraduate Engineering Curriculum" (Joanne Ingham); (19) "The Writing Portfolio as a Learning-Styles Tool in a College English-as-a-Second-Language Course" (Herbert D. Pierson); (20) "Contract Activity Packages in Higher Education: The Flexible Flyer of Pedagogy" (Heather Pfleger Dunham and Barbara-Jayne Lewthwaite); (21) "How I Found Pedagogical Nirvana: Beware of the Law of Unintended Consequences!" (E.L. Deckinger); (22) "Global Teaching in an Analytic Environment: Is There Madness in the Method?" (Ralph A. Terregrossa and Valerie Englander). Some chapters contain references; nine appendixes offer model scales, syllabi, and quizzes. (Contains 208 references.) (SM)

ED 444 420 HE 033 154

Goonen, Norma M.; Blechman, Rachel S.
Higher Education Administration: A Guide to Legal, Ethical, and Practical Issues. The Greenwood Educators' Reference Collection.
PUB DATE- 99
NOTE- 231p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-

(Alexander W. Astin); (2) "The Changing Role of Faculty" (Gary Rhoades); (3) "Higher Education Spending: Assessing Policy Priorities" (Joseph Losco and Brian L. Fife); (4) "The Higher Education Policy Arena: The Rise and Fall of a Community" (Michael D. Parsons); (5) "Past and Future Pressures and Issues of Higher Education: State Perspectives" (Cheryl D. Lovell); (6) "The Professionalization of College Sports" (Richard G. Sheehan); (7) "Administering the Modern University" (Richard L. Pattenaude); (8) "Desegregation and Diversity in Higher Education" (Reginald Wilson); and (9) "Technology in Higher Education: Issues for the New Millennium" (Karen Hardy Cardenas). (All chapters contain references.) (SM)

ED 444 439 HE 033 199

Silverman, Franklin H.
Publishing for Tenure and Beyond.
PUB DATE- 99
NOTE- 168p.; Published by Praeger Publishers.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- College Faculty; Ethics; *Faculty Publishing; Fair Use (Copyrights); Graduate Study; Higher Education; Peer Evaluation; Promotion (Occupational); Publish or Perish Issue; Scholarly Journals; *Tenure; *Writing for Publication

This book provides graduate students and tenure-track junior faculty with information on how to develop an adequate publication record and offers information needed to maximize the likelihood of having articles accepted for publication by peer-reviewed professional, scientific, and scholarly journals. The focus of the discussion is on how editorial boards and tenure communities actually function. Some of the information in the book comes from interviews with experienced academic authors; most is the result of 30 years of involvement with scholarly writing and publication and the tenure process. The 14 chapters include: (1) "The Publishing for Tenure Game: An Overview"; (2) "Fear of Writing for Publication"; (3) "Selecting a Project"; (4) "Publishing Options"; (5) "Peer Review"; (6) "Creating an Article, Book, or Other Material"; (7) "Submission Strategies"; (8) "Copyright and Fair Use"; (9) "Ethical Issues"; (10) "Preparing the Publication Section of a Promotion and Tenure Application"; (11) "Funding Research and Publication"; (12) "Publishing with a Collaborator"; (13) "Publishing beyond Tenure"; and (14) "They Rejected It: Now What?" (Contains 37 references.) (SM)

ED 444 440 HE 033 200

Manning, Kathleen
Rituals, Ceremonies, and Cultural Meaning in Higher Education. Critical Studies in Education and Culture Series.
PUB DATE- 00
NOTE- 169p.; Published by Bergin & Garvey.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Alumni; Anthropology; Awards; College Presidents; Constructivism (Learning); Cultural Activities; Educational Research; Folk Culture; Graduation; Higher Education; Inquiry;

Hughes, Maria; Mager, Caroline
The Skills Agenda: Issues for Post-16 Providers. FEDA Comments.
PUB DATE- 00
NOTE- 21p.; Edited by Jackie Mace.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Access to Education; Developed Nations; *Economic Development; *Education Work Relationship; *Educational Needs; Employment Projections; Foreign Countries; Futures (of Society); *Job Skills; *Labor Force Development; Postsecondary Education; *Skill Development
IDENTIFIERS- *Great Britain

Studies in Great Britain have focused on the rapidly changing economy of the 21st century and the skills that workers will need to contribute to it. The studies have found that the new century will be characterized by the knowledge-driven economy, changes driven by global markets, the rapid movement of finance, and developments in information and communications technology that will have an impact on the way people live and work. Although accurate forecasts of the detailed knowledge and skills requirements of the workforce for the next 20 years cannot be made, it is likely that all sections of the workforce will need to be more adaptable, self-reliant, and highly motivated. Some currently low-paid jobs, such as caregivers for the sick and elderly, may become better paid as demand exceeds supply. The Skills Agenda in Great Britain has been developed to enable people from all backgrounds to make a contribution to the country's economic success; therefore, distinctions between initiatives aimed at widening participation and combating social exclusion and initiatives associated with skills development and high standards of achievement are not helpful. Continuous skill development and updating is important for all. However, although the link between education and training and the economy is critical, it is currently weak. More involvement by the Further Education (FE) sector is needed; education providers need to understand and support skill development for all and provide means that are accessible for more people to develop and improve their skills. In addition, greater public awareness and greater public funding of such efforts are needed. (KC)

ED 443 961 CE 080 506

Brandsma, Jittie; Noonan, Richard; Westphalen, Sven-Age
Transforming the Public Provision of Training: Reorganisation or Privatisation? Long-Term Changes in Sweden and the Netherlands. CEDEFOP Discussion Dossier.
PUB DATE- 00
NOTE- 121p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Delivery Systems; Developed Nations; Education Work Relationship; Educational Change; *Educational Trends; Foreign Countries; Futures (of Society); *Government Role; *Job Training; Labor Force Development; Postsecondary Education; Privatization; Public Agencies; Secondary Education; *Vocational Education
IDENTIFIERS- *Netherlands; *Sweden

Foreign Countries; *Futures (of Society); *Job Training; Organizational Change; Postsecondary Education; *Role of Education; *Technological Advancement; *Vocational Education; Work Environment
IDENTIFIERS- *Australia

Profound changes are occurring in technology, work, and work organization with equally profound implications for the future role of vocational education and training (VET) in Australia. The changes have the following six interrelated elements that tend to affect one another. (1) globalization is creating a more internationalized economy and culture; (2) international competition is driving an accelerated rate of technological change in information and communications; (3) technology is associated with a sharp drop in skilled blue-collar work, a sharp rise in skilled and semi-skilled white-collar work, and no increase in jobs overall; (4) organizational change is immense but uneven, in that the post-Fordist vision of flatter structures, loose networks, and stimulating work is not occurring, although workplaces based on high participation, strong teams, and integrated, multiskilled jobs make productivity gains; (5) non-standard work and flexible hours have sharply increased; and (6) there is a growing polarization in income, in access to work and work security, and to technologies. The key elements in the future role of VET are its capacity to integrate more closely with the workplace and to integrate into the innovation cycle; on-the-job training is the aspect that has been underestimated so far. (An appendix contains 91 references. An 86-item annotated bibliography is attached, with a list of 213 other materials included in the study.) (YLB)

ED 443 979   CE 080 536

Ryan, Christopher
Where to Next? Graduate Outcomes from the Australian Higher Education and Vocational Education and Training Sectors.
SPONS. AGENCY- Australian National Training Authority, Melbourne.
PUB DATE- 00
NOTE- 71p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Programs; Developed Nations; Educational Finance; Educational Improvement; *Employment Level; Foreign Countries; Government Role; Graduate Surveys; *Job Training; *Outcomes of Education; Postsecondary Education; *Program Effectiveness; *Vocational Education; Vocational Followup
IDENTIFIERS- *Australia

A study of the Australian higher education and vocational education and training (VET) sectors analyzed their education and training outputs (the education and training services and products provided by the sectors to other persons or entities) and outcomes (the effect of completion of a course provided by a sector for its clients). Data were derived from published national sources for the destinations of 1997 graduates in early 1998 to address the research questions in the study. Findings were extensive; some highlights include the following: (1) there is little difference in outcomes between the percentage of graduates from each sector employed following their courses; (2) in both sectors, employment outcomes are better for those completing higher level qualifications; (3) higher education graduates are concentrated in professional occupations while VET graduates are more evenly distributed

for bringing "average" students to excellence: challenging the "one way to win" paradigm; helping students and parents recognize that preparation for high-skill/high-wage jobs is another "way to win"; reaching out to parents; providing career development/guidance for all students; redesigning the academic prep program; and challenging the high school culture. Twenty-four tables/figures are included. (Contains 72 references.) (MN)

ED 443 996 CE 080 563

Roberson, Donald N.
The Impact of Travel on Older Adults: An Exploratory Investigation.
PUB DATE- 99
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adult Development; Adult Education; *Adult Learning; Attitude Change; Behavior Change; Case Studies; Interviews; *Learning Processes; *Older Adults; Qualitative Research; *Transformative Learning; *Travel; Values
IDENTIFIERS- Impact Studies; Reflective Thinking

The impact of travel on older adults was examined through semi-structured interviews of a purposively selected sample of eight individuals ranging in age from 56 to 89 years. The interviews were designed to determine whether interviewees' travel had resulted in any transformative learning experiences. The participants (three Caucasian married couples, one Caucasian single woman, and one African American single man) were selected for the study because they were frequent travelers, and it was thought that they would likely have had significant travel experiences. All were college educated, financially responsible, and involved with their children and grandchildren. None of those interviewed demonstrated any evidence of a perspective transformation resulting from their travels. Nor did the interviews reveal any truly disorienting dilemmas that would likely bring about such transformation. Nevertheless, there was clear evidence of change in the meaning schemes of the study participants. The following four themes emerged from the interviews: (1) a new perspective on "all that we know"; (2) a changed sense of self; (3) disruption of assumptions as a result of new experiences; and (4) a deepened sense of understanding or complexification. (Contains 28 references.) (MN)

ED 443 997 CE 080 564

Preece, Julia
Challenging the Discourses of Inclusion and Exclusion with Off Limits Curricula.
PUB DATE- 00
NOTE- 17p.; Position paper presented at Supporting Lifelong Learning: A Global Colloquium (London, England, July 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Education; Action Research; Adult Education; *Adult Learning; Adult Programs; Change Strategies; Community Organizations; Curriculum Development; Definitions; Educational Change; Educational Policy; Educational Practices; Educational Principles; Equal Education; Foreign Countries;

level of the Work Keys Reading for Information profile. Section 1 contains background information about the ACT Work Keys system and Reading for Information. A detailed explanation of the Reading for Information skill set and why learners need these skills is included. Section 2 contains information and exercises that help build technical expertise in Reading for Information instruction. Topics include workplace documents, leveling, and teaching tools/strategies. Section 3, the largest section, contains learning activities and practice problems organized by Reading for Information level. Appendixes include annotated lists of 10 resources and 4 Work Keys-related resources and assessment background knowledge and tools. (YLB)

ED 444 013 CE 080 582

Harrington, Lois G.
Making Connections: A Curriculum Ideabook for Teachers of Applied Academics and Business & Management.
SPONS. AGENCY- Department of Labor, Washington, DC.
PUB DATE- 99
NOTE- 229p.; Project administered through the Buckeye Hills Collaborative Partnership, Gallia/Jackson/Vinton JVSD, Rio Grande, Ohio.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Education; *Business Administration; Business Administration Education; Classroom Techniques; *Communications; Education Work Relationship; Educational Resources; *Integrated Curriculum; Internet; Job Skills; Learning Activities; *Managerial Occupations; Mathematics; *Mathematics Instruction; Occupational Information; Performance Based Assessment; *Science Instruction; Sciences; Teaching Guides; Teaching Methods; Tech Prep
IDENTIFIERS- Secretarys Comm on Achieving Necessary Skills

This Ideabook is designed to help vocational/tech prep and applied academics teachers plan and present their subject matter in a more integrated way. Section 1 discusses integrating the curriculum, rationale for using the curriculum, and how the book helps teachers modify their instructional programs to more closely match demands and realities of the real world. Secretary's Commission on Achieving Necessary Skills (SCANS) competencies and SCANS foundation skills and qualities are listed. Section 2 looks at the three levels of integration: infusion; linked; and multidisciplinary. Section 3 presents strategies and activities a teacher can use to make academic instruction more integrated, divided into these areas: teach thinking strategies; use authentic assessment tools; use rubrics and periodicals; simulate the workplace; incorporate projects; use demonstrations and discovery; use planning tools that support integration; and devise joint plans with other teachers. Section 4, focusing on the information superhighway, covers the Internet, World Wide Web, e-mail, newsgroups, mailing lists, and Web sites. Section 5 describes curricular resources for applied communications, mathematics, and science; applied communications; applied mathematics and science; applied mathematics; and applied science. Contact information is also provided. Section 6 contains excerpts from the Occupational Competency Analysis Profile for business administration and management. (YLB)

DESCRIPTORS- *Access to Education; Adult Education; Case Studies; Demonstration Programs; Economically Disadvantaged; Employment Potential; Entry Workers; Glossaries; Job Skills; *Job Training; Literature Reviews; *Role of Education; *Vocational Education; *Welfare Recipients; *Welfare Services
IDENTIFIERS- *Welfare Reform

This report focuses on key findings, recommendations, and cross-site analysis of a study of vocational education practices that support welfare reform by preparing individuals for workforce entry. An introduction describes study methodology. Chapter 2 provides an overview of differences between vocational education under the Carl D. Perkins Vocational and Applied Technology Education Act of 1990 as amended in 1998 (Perkins III) and vocational education and training services under the Personal Responsibility and Work Opportunities Reconciliation Act. It describes benefits vocational education can offer to Temporary Assistance for Needy Families recepients and strategies that 12 selected programs used to increase this population's access to vocational education services. It provides recommendations to increase the role of vocational education in welfare reform. Chapters 3-7 present the cross-site analysis in which data were examined from all 12 sites, and themes were generated that correspond with the study's research questions. The analysis is based on a five-part conceptual framework consisting of program context, organizational structure, program participants and services, resources, and outcomes. Chapter 8 provides abstracts that describe each case study program, with emphasis on the most promising practices. Appendixes include a glossary and literature review on the practice of using vocational education to train and place welfare recipients into the workforce. The attached case studies comprise about one-half of the report. (YLB)

ED 444 030   CE 080 612

Morgan, Chris; O'Reilly, Meg
Assessing Open and Distance Learners. Open and Distance Learning Series.
PUB DATE- 99
NOTE- 229p.; Published by Kogan Page Limited.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Achievement; Adult Education; Case Studies; *Computer Assisted Testing; *Distance Education; Grading; Holistic Evaluation; *Open Education; *Peer Evaluation; Performance Based Assessment; Portfolio Assessment; Portfolios (Background Materials); Postsecondary Education; Scores; Secondary Education; Self Evaluation (Individuals); *Student Evaluation; *Test Construction; Time Management

This book is designed to help readers reflect upon their personal approaches to open and distance learning (ODL) assessment and to adapt their techniques to benefit learners. Part A explores issues and themes in ODL assessment. It examines key terms in assessment; the important relationship between assessment and learning; unique issues of assessment in open and distance contexts; and these recent trends in assessment and learning as they relate to open and distance learners: online or computer-based assessment, work-based assessment, self and peer assessment, and holistic and authentic assessments. Part B

Evans); "Assisting Clients in the Cross-Cultural Adjustment of Counseling" (John McCarthy); and "Measuring Counselor Development with the Counselor Self-Efficacy Scale" (Christopher J. Quarto). (ADT)

ED 444 048 CG 030 086

Principles of Drug Addiction Treatment: A Research-Based Guide.
PUB DATE- 99
NOTE- 54p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Correctional Rehabilitation; *Counseling Techniques; *Counselor Training; *Drug Addiction; *Drug Rehabilitation; Outcomes of Treatment; Prisoners; Substance Abuse
IDENTIFIERS- Medications

This booklet can function as a resource for counselors, counselors in training, or anyone else who works with or knows someone who is addicted to drugs. It begins by identifying 13 principles of effective treatment for drug abusers. It then provides answers to 11 frequently asked questions regarding drug addiction treatment. Next it discusses drug addiction treatment in the United States. These general categories of treatment programs are described: agonist maintenance treatment; narcotic antagonist treatment using Naltrexone; outpatient drug-free treatment; long-term residential treatment; short-term residential programs; and medical detoxification. Two methods, prison-based treatment and community-based treatment, are presented for treating drug users and addicts involved in the criminal justice system. Finally, the following scientifically based approaches to drug addiction treatment are discussed: relapse prevention; supportive-expressive psychotherapy; individualized drug counseling; motivational enhancement therapy; behavioral therapy for adolescents; multidimensional family therapy for adolescents; multisystemic therapy; combined behavioral and nicotine dependence addiction; community reinforcement approach plus vouchers; voucher-based reinforcement therapy in Methadone maintenance treatment; day treatment with abstinence contingencies and vouchers; and the matrix model. A resource list provides manuals and clinical reports, research monographs, videos, and federal agencies. (MKA)

ED 444 049 CG 030 121

Campbell, Michael; Bartlett, Alyssa; Liberati, Cheryl; Tornetta, Jonette; Chambliss, Catherine
Educational Discrimination against Smokers: Evidence of Student and Faculty Prejudice.
PUB DATE- 00
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Bias; College Faculty; *College Students; Higher Education; *Smoking; *Student Attitudes; Teacher Attitudes

Recent research has documented an increasing rate of smoking among today's college students. Despite the increased use of cigarettes among students, there is evidence to suggest that anti-smoking norms still predominate among both students and maximize access and benefits of career guidance. (JDM)

ED 444 067 CG 030 162

Talavera, Elvira Repetto; Moreno, Luisa Rodriguez; Romeo, Javier;
Malik, Beatriz
Career Development in Spain.
PUB DATE- 00
NOTE- 12p.; In: Making Waves: Career Development and Public Policy. International Symposium 1999 Papers, Proceedings, and Strategies (Ottawa, Ontario, Canada, May 2-4, 1999); see CG 030 145.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Vocational Education; *Career Development; Foreign Countries; *Government Role; Higher Education; Job Training; Labor Force Development; Legislation; Lifelong Learning; *Public Policy
IDENTIFIERS- *Spain

In Spain, the term "career development" refers to vocational or career guidance services. The 1983 Law on University Reform conferred on universities the freedom of teaching, endowing them with legal status and administrative powers. Thus, there are no regulations regarding guidance at this educational level. Guidance departments in secondary schools coordinate the work of tutors and provide counseling. Vocation or career guidance services are being transferred to autonomous communities. Services are organized according to a four-stage model that enables clients to follow an individual career path. The four stages are: (1) identification of employment skills; (2) positioning in the labor market; (3) matching qualifications with labor market requirements; and (4) active job search. A summary of current policy issues include: state and regional governments do not usually grant guidance the importance it deserves; the number of specialized guidance professionals is small considering the great demand for services; guidance initiatives are increasing; and policies are uneven concerning guidance in the different educational levels. Action steps that Spain must consider for the future include: identifying overlapping policies, improving the current provisions for career guidance; promoting research on the delivery of career development; and developing comprehensive lifelong career guidance programs. (JDM)

ED 444 068 CG 030 163

Bell, Marcus
United Kingdom Country Paper.
PUB DATE- 00
NOTE- 12p.; In: Making Waves: Career Development and Public Policy. International Symposium 1999 Papers, Proceedings, and Strategies (Ottawa, Ontario, Canada, May 2-4, 1999); see CG 030 145.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Vocational Education; *Career Development;

built the student/teacher relationship proved to be the most successful strategies in improving academic success of the target population. This paper includes Appendix A, "Parent Letter," Appendix B, "Teacher Observation Checklist," Appendix C, "Student Survey," and Appendix D, "Student Questionnaire." (Contains 25 references.) (Author/JDM)

ED 444 088   CG 030 238

Hopkins, David
A Potential for Violent Injury: Guns and Knives in the Schools. Oregon Health Trends, Series No. 56.
PUB DATE- 00
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Family Involvement; Gun Control; *High Risk Students; High School Students; High Schools; Influences; Mass Media Role; *Prevention; Surveys; Trend Analysis; *Violence; *Weapons; Youth Problems
IDENTIFIERS- Oregon; Youth Risk Behavior Survey

This report focuses on the causative factors of violence in school children. It summarizes information about the demographic and mental health characteristics of students who carry weapons to school and includes comments from students on the reasons why they carry them, as well as what the research says. Results of the 1999 Youth Risk Behavior Survey, administered to 109 high schools in the state of Oregon who voluntarily participated, are highlighted throughout the report. The influence of television on risky behaviors among youth is considered. Prevention programs are discussed, including family education about gun safety, gun availability, and national legislation to help keep guns away from students. The report includes Table One, "Percentage of Students Who Carried Weapons during the Previous 30 Days, by Demographic and Behavioral Characteristics," and Table Two, "Selected Demographic and Behavioral Characteristics by Hours of Television Watching." (Contains 11 endnotes and 8 figures.) (JDM)

ED 444 089   CG 030 239

Cone, James Jay; Fulton, Ronald; Van Nieuwenhuyse, David
Improving Student Behavior by Teaching Social Skills.
PUB DATE- 00
NOTE- 42p.; Master of Arts Action Research Project, St. Xavier University and Skylight Professional Development.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; Behavior Modification; *Grade 8; Interpersonal Competence; *Interpersonal Relationship; Intervention; *Junior High School Students; Junior High Schools; Parent Participation; *Student Behavior

The behavior of students in an 8th grade class was interfering with interpersonal relationships, disrupting the classroom environment, and adversely affecting student academic performance. A lack of social skills was identified as the probable cause which was brought on by the family environment, a lack of parent participation, and economic problems. This paper describes interventions of direct instruction of social skills, integration of cooperative learning, and an assertive activities. The results provide empirical confirmation of the theoretical prediction that role construction, efficacy, and perception of teacher invitations influence parents' involvement decisions. Post hoc analyses suggested that parental role construction appears to be a mechanism through which efficacy influences parent involvement activities. Results are discussed in terms of their theoretical implications for improving parent-school partnerships. (Contains 2 figures, 2 tables, and 48 references.) (JDM)

ED 444 110 CG 030 318

Basterra, Maria del Rosario
Overcoming Structural Barriers To Promote Latino Parental Involvement.
PUB DATE- 98
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 2000).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; *Empowerment; Ethnic Bias; Ethnic Groups; Hispanic American Culture; *Hispanic Americans; *Parent Participation; *Parent School Relationship; Partnerships in Education; Students
IDENTIFIERS- *Latinos

In spite of an increased effort to boost Latino parental participation in their children's education, barriers exist which inhibit them from forming partnerships with the schools. This paper describes the Mid-Atlantic Center, which provides technical assistance in areas of race, national origin, and gender to 6 states and 732 school districts in the Mid-Atlantic region. In spite of the differences found in the region, there are some challenges common to all states in the area. Trends relating to the issue of Latino parental involvement include: (1) the existence of several approaches to school-home collaboration with the prevalence of a traditional approach; (2) the existence of barriers that inhibit Latino parents' participation; (3) the existence of barriers as perceived by school personnel; and (4) the need for a mechanism to deal with tensions that may arise from active participation of Latino parents. One promising trend noted is that when Latino parents are reached, the response is overwhelmingly positive. Several recommendations for policy and practice decisions are presented, including moving beyond a piecemeal approach, training teachers to recognize the importance of parent participation, and providing training for parents to help their children succeed. (Contains 30 references and 7 tables.) (JDM)

ED 444 111 CG 030 321

Fitzgerald, Helen
The Grieving Teen: A Guide for Teenagers and Their Friends.
PUB DATE- 00
NOTE- 222p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Adolescents; *Coping; *Death; Family Life; Family Relationship; Grief; Self Help Programs; Self Management

support. If we want to get answers that matter, we must ask the right questions. (Contains 47 references.) (Author/RS)

ED 444 132 CS 014 078

Bruce, Merle E.; Robinson, Gregory L.
A Metacognitive Program for Improving the Word Identification and Reading Comprehension Skills of Upper Primary Poor Readers.
PUB DATE- 99
NOTE- 27p.; Paper presented at the Joint Meeting of the Australian Association for Research in Education/New Zealand Association for Research in Education (Melbourne, Victoria, Australia, November 29-December 3, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Foreign Countries; *Instructional Effectiveness; Intermediate Grades; *Metacognition; Program Implementation; *Reading Difficulties; *Reading Instruction; Reading Research; *Reading Skills; Reciprocal Teaching; *Word Recognition
IDENTIFIERS- Australia (New South Wales)

This paper reports on a series of three studies designed to assess the effectiveness of a metacognitive approach to teaching word identification and reading comprehension skills to upper primary poor readers, and to investigate effective methods for implementing the metacognitive program in the regular classroom. To improve word identification skills, experimental subjects were trained to: consider the context; compare with known words; and carve up the word parts. To help monitor and control the use of these strategies, subjects were taught to: look for the cues; be flexible; and ask does it make sense. Reciprocal teaching procedures, incorporating the word identification strategies, were used for comprehension training. Subjects in control conditions received: (1) reciprocal teaching of comprehension skills and traditional methods of word identification; (2) normal classroom reading activities; or (3) normal classroom activities plus phonics-based remedial instruction. Measures of word identification, metacognitive awareness and monitoring of word identification cues, and comprehension were taken on several occasions in each study. Results of repeated measures analysis of variance showed significant improvements in most measures for all conditions. However, there were significantly greater improvements for subjects in the experimental conditions. Also, a model of implementation in which teachers were entirely responsible for implementation was more effective than one in which the experimenter initially set up the program and the teachers gradually took over responsibility for its implementation. The implications of these findings for classroom practice are discussed in the light of current research. (Contains 40 references and 11 figures of data.) (Author/RS)

ED 444 133 CS 014 079

Comber, Barbara
Problematising "Background": (Re)Constructing Categories in Educational Research.
PUB DATE- 98
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

discusses the implications of this policy in detail. (Contains 31 references.) (NKA)

ED 444 152   CS 217 196

Stoicovy, Catherine E.
Retelling as a Culturally Responsive Strategy for Micronesian Students: Eduard's Story.
PUB DATE- 97
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; *Culturally Relevant Education; Educational Research; Grade 5; Intermediate Grades; *Literacy; Qualitative Research; Reading Improvement; Writing Improvement
IDENTIFIERS- Culturally Different Students; Guam; *Micronesia; *Retelling

A qualitative study examined the use of retelling as a culturally responsive strategy for Micronesian students. More specifically, it examined the effect of the retelling strategy on the literacy development of an 11-year-old Micronesian student from Chuuk over the course of 9 months in a fifth-grade Guam classroom. Results showed increases in the student's self confidence and in the quality and quantity of his reading and writing. Resultant changes in writing competency were documented through written retellings over the span of 9 months. (Contains a figure, 2 tables, and 35 references.) (NKA)

ED 444 153   CS 217 197

Ediger, Marlow
The Student, Teacher, and the Literature Curriculum.
PUB DATE- 00
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Critical Thinking; Elementary Secondary Education; *English Curriculum; Grouping (Instructional Purposes); Interdisciplinary Approach; *Literature; Reading Material Selection; Student Evaluation; Student Needs
IDENTIFIERS- Purpose (Reading); Response to Literature

The literature curriculum needs to broaden its scope to make for a richer set of experiences for students. First, interdisciplinary learnings need adequate emphasis--this means that students should have ample opportunities to relate content from the social science, academic sciences, mathematics, the fine arts, and physical education. Second, the literature curriculum should assist students to extend their thinking. Third, students should experience a literature curriculum that develops interest in learning. Fourth, students need to experience a literature curriculum that emphasizes critical thinking. Fifth, purpose in reading and learning in the literature curriculum is vital. Sixth, self selection of books in literature provides situations involving students feeling ownership of the ongoing experience. Seventh, meaning theory is important to the reader of quality literature. Eighth, students should have a voice in how to be evaluated in the literature curriculum. Ninth, balance needs to be in evidence pertaining to homogeneous and heterogeneous grouping when studying literature in its diverse manifestations. Tenth, students should have ample time to reflect upon what has been learned.

decisions, and culturally-relevant pedagogy. This investigation suggests that certain strategies employed by two teachers facilitate the language learning of the African American students they teach: teachers' attitude of acceptance, a direct behavior management style, the use of antiphonal response, code-switching, acceptance of standard English approximations, and recognition of the verbal nature of many African American students. Based on James Banks' theory about multicultural education, a language equity pedagogy model was developed from the study's findings. This model explains how two speech communities, one Black English-speaking and the other standard English-speaking, overlap in the classroom and demand a pedagogy that meets the specific language and culture needs of these students. (Contains 131 references, and 15 tables and 8 figures of data. Appendixes contain a summary of distinct linguistic features of Black English, the "Oakland Resolution," a list of distinctive African American cultural expressions often at odds with school culture, mission statements of two schools, and interview questions for the four focal students.) (Author/RS)

ED 444 173   CS 217 223

Knobel, Michele; Lankshear, Colin
Ways with Windows--What Different People Do with the Same Equipment.
PUB DATE- 97
NOTE- 28p.; Paper presented at the Annual Meeting of the Australian Association for Research in Education (Brisbane, Australia, November 30-December 4, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Computer Uses in Education; Educational Policy; *Educational Practices; Educational Research; Elementary Secondary Education; Foreign Countries; *Language Arts; *Literacy
IDENTIFIERS- Australia; *Critical Literacy; *Educational Issues; Technology Integration

The clamor to integrate computer-based technologies into curriculum generally, and language and literacy education specifically, is a hallmark of current education policy in many countries. A perceived need for education to keep pace and in "sync" with labor market needs is obviously an important part of the story. Technology and progress have become indissolubly linked in the minds of many parents, students, educators, and policymakers. Expressions of pressure to equip classrooms and the need for teacher professional development to enable them to use the technologies are encountered on an everyday basis in Australia. This paper addresses three main questions: What kinds of differences can be found in different peoples' "ways" with similar computing hardware and software as they pursue social and cultural purposes in a range of settings? Can these differences usefully inform education policy and practice? and Do they have significant implications for language and literacy education specifically? The paper uses four "snapshots" drawn from larger case studies of computer-mediated practices in different sites; one draws on a year 5 classroom in a country town, while the second and third snapshots depict contrasting ways of producing computer-generated slide show presentations, and the final snapshot focuses on some characteristic ways a group of students from an inner city state school were participating in activities at a nearby community and youth

This paper gives an overview of censorship in Germany. The paper recognizes that between the human right and constitutional law of freedom of speech, art, and press on the one side and the social life of man which must be ensured on the other side, the right of free expression can clash with human dignity. It discusses which books, films, records, etc. are totally banned in Germany, and the reasons for this occurrence, noting that the main ground for book banning is Nazi propaganda. It also states that the restrictions on the publication and distribution of "suspicious material" in every genre of popular culture demonstrate the desire and the different and often subtle forms of governmental, religious, and social censorship. The book then suggests three books which focus on the media in Germany for further information about the structure, conditions, and function of censorship. (NKA)

ED 444 193 CS 510 366

Lund, David M.; Sanderson, Deborah A.
From Printed Page to Multimedia: Evolution of a Second-Grade Class Newspaper.
PUB DATE- 99
NOTE- 39p.; Figures may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Computer Literacy; Cooperation; Grade 2; Language Arts; *Newspapers; Primary Education; *Student Publications; *Writing Instruction; *Writing Processes
IDENTIFIERS- HyperStudio

This article describes a project in which the reality and importance of newspaper production was integrated into the language arts curriculum in a second-grade classroom. Both a print- and a multimedia-based class newspaper were produced using the Student Writing Center software and HyperStudio. The activity involved the input of a university researcher, teacher researcher, and the students. Educational benefits for students included learning the steps of the writing process (prewriting, drafting, revising, editing, and publishing), learning how to be a better writer, learning cooperation, developing computer skills, and gaining a sense of real world activities. (Contains 33 references. Facsimiles of printed and multimedia editions of the student newspaper are attached.) (EF)

ED 444 194 CS 510 370

Cormack, Phil
What Influences Teachers' Decisions about Talk in Middle Years Classrooms? R
PUB DATE- 99
NOTE- 24p.; Paper presented at the Joint Meeting of the Australian Association for Research in Education/New Zealand Association for Research in Education (Melbourne, Victoria, Australia, November 29-December 3, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Communication; Classroom Research; Communication Research; Discourse Analysis; Intermediate Grades; Junior High Schools; Meta Analysis; *Teacher Researchers; *Teacher Role
IDENTIFIERS- Australia (South Australia); *Teacher Talk

Talk remains by far the most used medium of instruction and

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; Content Analysis; *Females; Films; *Gender Issues; *Mass Media Effects; Mass Media Role; *Popular Culture; Preadolescents; Role Models; Secondary Education; *Sex Role; *Sex Stereotypes; Television
IDENTIFIERS- Media Appraisal; *Media Imagery; Music Videos; Teen Magazines

This pamphlet summarizes the key findings of a two-part study that investigated the messages that young women (age 10 to 17) get from the media. A content analysis examined messages to girls across a range of media most heavily used by adolescent girls: television, movies, magazines, music videos, television commercials, and magazine advertisements. The accompanying national survey of young people sought to determine children's reactions to television's gender role messages. The pamphlet discusses key findings, which illustrate the dual role media play: media often offer girls strong, positive role models; yet media often reinforce female stereotypes, with appearance shown as more important for women than for men, and with the message that relationships are more important for women than occupations or careers. Key findings further show that: children believe television provides positive role models and messages about gender; children are aware of ways in which television reflects and may reinforce gender stereotypes; girls want to look like characters they see on television; more girls than boys think the kids on TV are like them and their friends; and girls turn often to many different types of media. The study provides evidence of the mixed--sometimes limiting--messages that media are sending to girls. It demonstrates that the messages sent in even one television show, movie, magazine, advertisement, or music video do not stand alone, but become part of a larger sphere of influence in girls' lives, and thus have the power to reinforce--or the potential to challenge--all other messages girls are sent. Ending notes offer information about the content analysis methodology; survey methodology; and about the sponsoring organizations. (SR)

ED 444 217 EA 030 503

Bjork, Christopher
The Role of the Principal and Responsibility for Improving the Quality of Teaching in Japanese Schools.
PUB DATE- 00
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, Louisiana, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Attitudes; Administrator Effectiveness; *Administrator Role; Educational Quality; Elementary Secondary Education; Foreign Countries; *Principals; *Role Perception; School Administration; *Teacher Administrator Relationship
IDENTIFIERS- *Japan

This paper examines the structure of administrative authority in Japan and America and explores how differing conceptions of the principal's role influence instructional guidance provided to teachers. In the United States, administrators are viewed as facilitators of a school's educational program and are expected to take an active part in professional growth. In Japan, Milwaukee, although there is reason to believe competition has stoked entrepreneurial energy in MPS. (Contains 109 references.) (RJM)

ED 444 236 EA 030 552

Robbins, Pam; Gregory, Gayle; Herndon, Lynne E.
Thinking inside the Block Schedule: Strategies for Teaching in Extended Periods of Time.
PUB DATE- 00
NOTE- 209p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Block Scheduling; *Classroom Techniques; Educational Environment; Educational Practices; Elementary Secondary Education; *Instructional Development; School Schedules; Teacher Improvement; *Teaching Methods

This book provides an array of strategies that can help teachers, administrators, and staff-development personnel as they plan, develop, and deliver content within extended periods of instructional time. It emphasizes the importance of teachers and administrators working together to improve instruction and contends that staff development remains the key to the success of instructional changes. Professional development allows teachers to develop active learning strategies and helps them successfully implement these strategies. Chapter 1 addresses key decisions related to program implementation, whereas chapter 2 discusses brain research on learning and how such information can be used when teaching students during extended class periods. The remaining 12 chapters discuss such factors as creating a climate conducive to learning, designing the curriculum, lesson planning, generating and sustaining attention, selecting instructional strategies, active learning, using technology to enhance learning, concluding the lesson and homework techniques, planning for differentiated learning in the block, classroom-management strategies, understanding and assessment, and suggestions for practice and learning from the field. The tips offered in the book have been used successfully by practitioners in various types of school settings and are designed to be practical. Each chapter closes with a summary. (Contains an index and 76 references.) (RJM)

ED 444 237 EA 030 553

Dukess, Laura F.
Meeting the Challenge of Standards: Planning Effective Standards-Based Leadership Conferences. New Visions for Public Schools Policy and Research Series.
SPONS. AGENCY- Robert Sterling Clark Foundation, Inc., New York, NY.; Charles Hayden Foundation, New York, NY.; Henry Luce Foundation, New York, NY.
PUB DATE- 99
NOTE- 23p.; Also funded by the Clark Foundation.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Standards; Administrative Principles;

ED 444 256 EA 030 577

Cohn, Gary David
An Analysis of School District Strategic Planning Relationships with School Action Planning.
PUB DATE- 99
NOTE- 281p.; Doctor of Philosophy, University of Washington.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- *Action Research; Centralization; Decentralization; Educational Change; *Educational Improvement; Elementary Secondary Education; Evaluation; *Principals; Public Schools; *School Districts; Standards; *Strategic Planning

This dissertation investigates action planning and plan goals, primarily from the perspective of the school. The principal research questions were the following: (1) Do principals plan and act locally to implement global policy strategically envisioned by district policymakers? Or (2) Do they plan and act locally in response to local needs and retroactively fit the local plan to a global model? (3) Is there a corresponding difference in the content of their school action plans? An embedded case study method was applied for descriptive and theory-building purposes. The research strategy included personal interviews of 5 administrators, 8 principals, and 13 teachers, and examination of district documents. The result of statistical analyses indicated that the differences in the variables tested were not significant in relationship to the principals' approaches to alignment. Appendices include interview protocols, research question matrices, and various documents regarding transcription rules, preparation, coding, action-plan process development, and district strategic plans. (Contains 15 pages of references.) (DFR)

ED 444 257 EA 030 578

Vanderslice, Ronna
Developing Effective In-School-Suspension Programs.
PUB DATE- 99
NOTE- 12p.; Paper presented at the Annual Meeting of Women in Educational Leadership (Bicton, Western Australia, April 16, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Discipline; Elementary Secondary Education; *In School Suspension; Public Schools; *Student Improvement; *Teacher Burnout

Discipline--the most serious problem faced by teachers today--has consistently appeared at or near the top of the public's attitudes toward the public schools. This paper discusses the difficulty of discipline and one of the most perplexing problems facing administrators today--the use of suspension as a discipline alternative. Out-of-school suspension (OSS) offers only a temporary solution to maintaining order because of legal restrictions on its length. Moreover, such suspensions are likely to increase discipline problems. An in-depth examination of in-school suspension programs (ISS) is presented, including problems with ISS programs, some effective models of ISS, and specific ideas for program improvement. ISS programs have great potential for success; however, given the way they are currently implemented, they need to be improved. If properly

Educational Legislation; Elementary Secondary Education; Eligibility; Federal Legislation; Federal Regulation; Inclusive Schools; *Individualized Education Programs; Records (Forms); *Student Evaluation; Student Placement; *Teamwork
IDENTIFIERS- *Individuals with Disabilities Educ Act Amend 1997; *Michigan

This Michigan Department of Education manual provides a detailed guide for members of a child's Individualized Education Program (IEP) team in completing required forms for: (1) development of IEPs for students with disabilities; (2) evaluation review; and (3) manifestation determination review (required when a change of placement is due to disciplinary reasons). All guidelines were developed to fully comply with the 1997 amendments to the Individuals with Disabilities Education Act (IDEA). An introduction notes new requirements related to input during evaluation, participation in the eligibility decision, participation in the placement decision, consent for reevaluation, participation in meetings, and receipt of progress reports. In the main body of the manual, each element in each form is explained with citations referring to the relevant federal and state laws, federal regulations, and administrative rules. (DB)

ED 444 278 EC 307 967

Dansinger, Stuart
Academic Coaching for the Gifted Learner.
PUB DATE- 00
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Case Studies; *Educational Counseling; Elementary Secondary Education; *Gifted Disabled; *Individual Instruction; *Student Development; Study Skills; *Tutorial Programs; *Underachievement

A school psychologist briefly describes the use of academic coaching with gifted students who are underperforming possibly because of a disability such as attention deficit hyperactivity disorder. Coaches are urged to first, review the student's assessment data; second, determine the student's ability to benefit from coaching; third, determine that the student has enough motivation to improve his/her academic performance; fourth, identify the student's academic strengths and weaknesses; and finally, develop an action plan to teach techniques needed to improve academic performance. Techniques may cover such skills as organization and study, test preparation and test taking, note taking, goal setting and career planning, problem solving and conflict resolution, and transferring learning into daily practice. Coaching in such skills is likely to provide valuable life skills as well as enhance academic performance. Two case studies are offered to illustrate the techniques and effects of academic coaching with twice exceptional gifted students. Academic coaching is seen as more flexible than psychotherapy and better accepted by society. Noted is possible insurance coverage of academic coaching under some circumstances. (DB)

ED 444 279 EC 307 968

Kupper, Lisa, Ed.

are included. (DB)

ED 444 297 EC 307 986

Rhim, Lauren M.; McLaughlin, Margaret J.
Charter Schools and Special Education: Balancing Disparate Visions. An Investigation of Charter Schools and Special Education in Fifteen States.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 00
NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Accountability; Case Studies; *Charter Schools; *Disabilities; Educational Legislation; Educational Objectives; *Educational Policy; Elementary Secondary Education; Inclusive Schools; *Regular and Special Education Relationship; *Special Education; State Legislation

This report describes activities and findings of Project SEARCH, an on-going qualitative research project investigating the current status of policies regarding children with disabilities in charter schools. The project has involved a preliminary analysis of all current charter laws to examine the inclusion of students with disabilities and a more focused investigation of charter schools in 14 states and the District of Columbia. Currently the project is conducting in-depth case studies of 7 of the 15 states to develop a set of policy recommendations that will be presented for review and validation at national meetings of general and special educators, parents, and representatives of charter schools. Findings to date have identified seven general categories pertinent to special education in charter schools: (1) state charter school laws, (2) the charter granting process, (3) charter school governance, (4) admissions and enrollment, (5) operational (staffing, technical assistance, facilities, and transportation), (6) finance, and (7) data collection and accountability. Findings suggest that charter schools fare better if they are "totally-linked" or "partially-linked" with a local district special education infrastructure and become part of a state or local "continuum of service." The somewhat disparate visions of charter schools and special education are seen as a major issue. (Contains 23 references.) (DB)

ED 444 298 EC 307 987

Colorado Special Education Administrative Decisions, 1996-1997: Impartial Hearing Officers Decisions, State Level Review Decisions, Federal Complaints Officer Decisions.
PUB DATE- 97
NOTE- 664p.; "Federal IDEA, Part B funds are financing 100 percent of the cost of this publication."
LANGUAGE- English
EDRS Price- MF03/PC27 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Administrative Policy; *Conflict Resolution; Court Litigation; *Disabilities; Elementary Secondary Education; *Federal State Relationship; Hearings; Legal Responsibility; *Special Education; State Regulation; Student Rights
IDENTIFIERS- *Colorado; *Individuals with Disabilities Educ Act Amend 1997

This document is a compendium of Colorado special education administrative decisions issued in 1996 and 1997, including

Caryn; Bill, Lissa A.
Unique Challenges, Hopeful Responses: A Handbook for Professionals Working with Youth with Disabilities in the Juvenile Justice System. Second Edition.
PUB DATE- 99
NOTE- 89p.; For the 1997 edition, see ED 413 707.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adolescents; Attention Deficit Disorders; Autism; Behavior Disorders; Case Studies; Check Lists; *Childrens Rights; Civil Rights Legislation; Communication Problems; Delinquency; Depression (Psychology); Developmental Disabilities; *Disabilities; Disability Identification; Discipline Policy; Educational Legislation; Emotional Disturbances; *Etiology; *Family Involvement; *Interpersonal Communication; Juvenile Justice; Learning Disabilities; Mental Retardation; Parent Participation; Youth Problems
IDENTIFIERS- *Individuals with Disabilities Education Act

This handbook provides information about emotional, behavioral, and learning and developmental disabilities; disability-specific entitlements; and approaches for professionals who work with youthful offenders with disabilities throughout the juvenile process. Chapter 1 describes characteristics of common disabilities among youthful offenders and details strategies and accommodations that professionals may want to consider when working with the youth who have these disabilities. Disabilities described include conduct disorder, depression, post traumatic stress disorder, attention deficit hyperactivity disorder, oppositional defiant disorder, learning disabilities, and developmental disabilities. Case studies of individuals with different disabilities are provided, as well as a list of some of the communication difficulties confronted by individuals with mental retardation. Chapter 2 reviews entitlements for youth with disabilities in the justice system, including rights under the Individuals with Disabilities Education Act (IDEA). Chapter 3 outlines strategies that professionals can use for promoting family involvement. A final chapter makes recommendations for overcoming the barriers in the juvenile justice system that make it more difficult for youth with disabilities to receive appropriate and meaningful correctional responses. An appendix provides a resource list of national organizations related to youth and juvenile justice and a list of parent training and information centers. (Contains 69 references.) (CR)

ED 444 318 EC 308 009

A Guide for Minnesota Parents to the Individualized Education Program (IEP). Fourth Edition.
SPONS. AGENCY- Minnesota State Dept. of Children, Families, and Learning, Roseville. Office of Special Education.
PUB DATE- 00
NOTE- 47p.; For the 1995 edition see ED 394 237.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Agency Cooperation; Ancillary School Services;

Similarly, students with the largest windows progressed 15 percent faster in math and 23 percent faster in reading than those with the least. In classrooms where windows could be opened, there was a 7 to 18 percent faster educational progress than those with fixed windows, regardless of air conditioning. These findings are reported to be consistent regardless of curricula or teaching styles. Appendices provide data charts, a report from one of the classroom-level analyses, sample illumination readings, classroom plans and sections, and photographs of schools and classrooms. (GR)

ED 444 338   EF 005 731

Zakariya, Sally Banks, Ed.
Learning by Design: A School Leader's Guide to Architectural Services, 1995-1999.
PUB DATE- 99
NOTE- 672p.; Published annually.
LANGUAGE- English
EDRS Price- MF03/PC27 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Awards; *Educational Facilities Design; *Educational Facilities Improvement; Elementary Secondary Education; Public Schools; School Community Relationship; *School Construction; *Trend Analysis

Five issues examine each year's trends and innovations in effective school architectural design in North America from 1995 through 1999, covering new school construction and renovations and additions for K-12 schools. Also included are photographs, award-winning designs selected as examples of the latest in educational design technology and functionality, and designs that allow schools as community centers. Other topics include creating healthy educational environments, making schools accessible, and planning for change in educational trends. (GR)

ED 444 339   EF 005 743

Modernizing Our Schools: What Will It Cost?
PUB DATE- 00
NOTE- 59p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Construction Costs; *Educational Facilities Improvement; *Educational Finance; Elementary Secondary Education; *Modernization; *Public Schools

This document presents a 50-state estimate of the need for school modernization in the United States along with recommendations. Key findings show the total funding need for public school modernization is $321.9 billion, and that total funding needed for public modernization varies dramatically across states, ranging from $50.7 billion (New York) to $333 million (Vermont). Recommendations offered for addressing the problem include some states using their current budget surpluses for immediate, productive investments in school modernization; more federal assistance to modernize; adequate funding for teacher education to take full advantage of technology; and state level need assessments and action planning. Appendices provide data tables, a school modernization needs assessment questionnaire, data collection matrixes for school modernization needs assessment, calculation of unmet funding need for education technology, descriptive statistics, and state assessments of school infrastructure and education technology and related

Young, Richard F.
Interactional Competence: Challenges for Validity.
PUB DATE- 00
NOTE- 17p.; Paper presented at the Annual Meeting of the American Association for Applied Linguistics (Vancouver, BC, Canada, March 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Applied Linguistics; Communicative Competence (Languages); English (Second Language); *Interaction; Language Patterns; Language Role; *Language Tests; Language Usage; *Linguistic Theory; *Oral Language; Pragmatics; Second Language Instruction; Second Language Learning; Sociolinguistics; *Test Interpretation; Test Theory; Test Validity

One of the ways in which language testing interfaces with applied linguistics is in the definition and validation of the constructs that underlie language tests. When language testers and score users interpret scores on a test, they do so by implicit and explicit reference to the construct on which the test is based. Equally, when applied to new understandings of the way people use language, the challenge for language testers is to develop tests that embody these new understandings. This paper puts forward a relatively new theory of spoken language use in face-to-face communication--"interactional competence"--and discusses the implications of the theory for the design and interpretation of tests of oral communication. The theory of interactional competence seeks to explain the variation in an individual speaker's performance from one discursive practice to another. It is concluded that in validly assessing interactional competence, close attention must be paid to exactly what happens during performance assessments so that it is known exactly what configuration of interactional resources apply to the practice of assessment. It is also concluded that such testing provides a principled way of generalizing from performance in the discursive practice of a performance assessment to performance in other non-test contexts. Second language acquisition researchers must pay careful attention to the contexts in which they elicit interlanguage data. (Contains 32 references.) (KFT)

ED 444 362   FL 026 353

Rogers, Paul; Coles, Trish
Online Teacher Training.
PUB DATE- 00
NOTE- 11p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (Vancouver, BC, Canada, March 2000). Title on document appears: Developments in IT Have Made Online Teacher Training and Development a Practical Proposition, But Raise Questions about the Relationship between Trainer and Novice-Teacher at a Distance.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Computer Assisted Instruction; Computer Uses in Education; *Course Descriptions; Distance Education; *English (Second Language); Foreign Countries; Higher Education; Internet; Second Language Instruction; Second Language Learning; *Teacher Education; Teacher Education

IDENTIFIERS- *Content Area Teaching; ERIC Digests

This digest describes the use of thematic, communicative language teaching in the K-8 foreign language classroom. Such theme-based curricula can reinforce or extend the content of the regular classroom curriculum and give coherence to language lessons. Themes for curriculum units can be derived from many sources. Teachers should choose themes that lend themselves to teaching language that will be useful to their students. A focus on communication, including the interactions present in all uses of the language, is essential. Three thematic units are provided in the digest for illustration: a second-grade French class "visiting the farm"; a German fairy tale for third-grade students; and the South American Rain Forest for a fifth-grade Spanish class. (VWL)

ED 444 381 FL 026 373

Walqui, Aida
Contextual Factors in Second Language Acquisition. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Cognitive Style; *Context Effect; English (Second Language); Family Environment; High School Students; High Schools; *Individual Differences; Language Attitudes; Language Proficiency; Language Variation; Learning Motivation; *Learning Processes; Second Language Instruction; *Second Language Learning; *Social Influences
IDENTIFIERS- ERIC Digests; Native Language

This digest discusses the contextual factors that affect students' learning of a second language. These individual, social, and societal factors can be considered from the perspective of the language, the learner, and the learning process. These perspectives are discussed as they relate to learning any second language, with a particular focus on how they affect adolescent learners of English as a second language. Issues related to language include language distance, native language proficiency, knowledge of the second language, dialect and register, language status, and language attitudes. Contextual factors related to the learner include the diverse needs of the learners, peer pressure, the absence of role models, and the level of home support. Factors related to the learning process include the following: learning styles, motivation, and classroom interaction. (VWL)

ED 444 382 FL 026 374

Liao, Xiao Qing
Communicative Language Teaching: Approach, Design and Procedure.
PUB DATE- 00
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- Classroom Communication; Classroom Techniques; *Communicative Competence (Languages); *English (Second Language); Foreign Countries; Language Research; Linguistic

1997. The data tables that describe year-to-year changes (in the enrollment and degree categories included in the first chapter) include data from the approximately 460 institutions that have consistently responded to the annual enrollment survey. Three appendices present: (1) the survey instrument; (2) a taxonomy of graduate enrollment disciplines; and (3) basic information on the survey, including the methodology, data, reporting, and data availability. (RAB)

ED 444 401 HE 032 940

Student Charges & Financial Aid, 1999-2000.
PUB DATE- 00
NOTE- 33p.; For the 1998-99 report, see ED 430 500.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Students; *Educational Finance; Higher Education; Parent Financial Contribution; Paying for College; *Public Colleges; State Colleges; State Universities; *Student Costs; *Student Financial Aid; *Student Loan Programs; Tables (Data); Trend Analysis; Tuition; Undergraduate Students

This report provides college student tuition charges and fees for the 1999-2000 academic year at public four-year institutions, as well as comparative data for the 1998-99 academic year. The report notes that this year marked the smallest percentage tuition and fee increases in over a decade, with the average cost to undergraduate resident students rising 3.3 percent over the previous year. Increases in room and board continued to moderate, and the 4.1 percent overall rise matched that of 1998-99. The cost of attending college as a percentage of family income has stabilized over the past five years, but it has risen considerably for low-income families; for this group, these expenses represent more than 60 percent of annual income. Finally, total financial aid to students rose 4.5 percent, to a record $64.1 billion in 1998-99. The report also analyzes implications of state policy developments, as well as developments in federal, state, and institutional student financial aid. Appended are tables of selected undergraduate charges at American Association of State Colleges and Universities and National Association of State Universities and Land-Grant Colleges institutions. (Contains 22 references.) (RAB)

ED 444 402 HE 032 941

Enrollment Trends at Public Four-Year Colleges and Universities, Fall 1990 to Fall 1997.
PUB DATE- 99
NOTE- 31p.; For the fall 1990-fall 1997 report, see ED 430 502. Some table and figure text will not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- American Indians; Asian Americans; Blacks; Chronological Age; *Educational Trends; Enrollment; Enrollment Influences; Enrollment Projections; Enrollment Rate; *Enrollment Trends; Ethnic Groups; Full Time Students; Geographic Distribution; Higher Education; Part Time Students; *Public Colleges; School Demography; Sex; *State Universities; *Student Characteristics; Tables (Data); Trend Analysis; Tribally Controlled Education

Classroom situations) (055)
DESCRIPTORS- Academic Freedom; Academic Records; *Administrators; *College Administration; College Faculty; Conflict of Interest; Decision Making; Degrees (Academic); Dismissal (Personnel); *Ethics; Higher Education; *Legal Responsibility; Personnel Selection; Promotion (Occupational); Reduction in Force; Standards; Teacher Dismissal; Teacher Salaries; Tenure
IDENTIFIERS- American Association of University Professors

This book addresses many of the major decisions that academic administrators in higher education face on a daily basis, highlighting the relationship between the academic administrator and faculty members relative to several issues. Eight chapters examine: (1) "A Delicate Balance: Legal, Ethical, and Practical Issues"; (2) "Hiring Issues"; (3) "Compensation and Employment Issues"; (4) "Promotion and Tenure Issues"; (5) "Terminations, Nonrenewals, and Reductions in Force"; (6) "Academic Freedom"; (7) "Student Disputes on Academic Matters"; and (8) "Transcript and Degree Issues." Each chapter discusses legal parameters and ethical considerations, offers practical suggestions, and presents an illustrative case. Appended are: values audit process; the American Association of University Professors (AAUP) "Statement on Professional Ethics"; the American Association of University Administrator's "Mission Statement and Professional Standards"; the AAUP "Statement on Conflicts of Interest"; AAUP's "On Preventing Conflicts of Interest in Government-Sponsored Research at Universities"; the AAUP "1940 Statement of Principles on Academic Freedom and Tenure, with 1970 Interpretive Comments"; the AAUP "Statement on Procedural Standards in Faculty Dismissal Proceedings"; and AAUP's "Academic Freedom and Artistic Expression." A table of cases is also included. (SM)

ED 444 421   HE 033 155

Vanderslice, Ronna; Litsch, Kelli
Women in Development: Advancing Women in Higher Education.
PUB DATE- 98
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Affirmative Action; Doctoral Degrees; Educational Discrimination; Educational History; Educational Opportunities; Equal Education; Faculty Publishing; *Females; *Higher Education; Leadership Styles; Mentors; Professional Development; Salary Wage Differentials; *Sex Bias; *Women Administrators; *Womens Athletics
IDENTIFIERS- Job Shadowing; *Title IX Education Amendments 1972

This paper examines the historical perspective of women in higher education, the problems facing women moving into leadership roles, the impact of Title IX on women, and finally the implications of these factors on women's ability to advance in higher education. The paper begins by examining the effect of affirmative action on women's progress, focusing particularly on their advancement to top administrative positions in higher education, and looking for the root of these problems in differences in leadership styles between females and males; disparities in access to professional development, in opportunities for publication and advanced degrees, and in salary. In reviewing the effects of Title IX, the 1972 federal civil rights law that prohibits sex discrimination in education programs, on women's athletic programs, the paper finds

Metaphors; Nonformal Education; Participant Observation; *School Culture; *Social Science Research
IDENTIFIERS- *Ceremonies; Convocations; Metacommunication; Rites of Passage; *Rituals

This book examines the commonplace rituals and ceremonies that play a central role in college and university culture; it examines how people build, learn, and transform culture in ways that create meaning and give definition to existence. Qualitative research on four campuses over 10 years investigated: why colleges persist with rituals and ceremonies; what meaning community members derive from rituals; how rituals evolve, endure, and recreate themselves; and what drives people to become emotionally linked with rituals. The study examined the role rituals play as students, administrators, and faculty make sense of college; what occurs during rituals; overt and covert meanings conveyed during rituals; participant interpretations; how conveyed messages about colleges are interpreted by students, alumni, and administrators; and how rituals perpetuate traditional college purposes, goals, and values. The 15 chapters include: (1) "The Rituals of Higher Education"; (2) "Presidential Inauguration"; (3) "Rites of Passage: Structuralism"; (4) "Charter Day"; (5) "Secular Ceremony: Action, Order, and Evocation"; (6) "Second Semester Convocation"; (7) "Structure, Communitas, and Liminality"; (8) Baccalaureate"; (9) "Cultural Performances: Rehearsals and Informality"; (10) "Junior Show"; (11); "Messages, Meanings, and Root Paradigms"; (12) "Mary Lyon's Birthday Celebration"; (13) "Old Traditions in New Places: The Oxymoron of 'New' Rituals"; (14) "Alumnae Parade and Laurel Chain"; and (15) "Constructivist Inquiry and Higher Education Rituals." (Contains 135 references.) (SM)

ED 444 441 HE 033 201

Yow, Deborah A.; Migliore, R. Henry; Bowden, William W.; Stevens, Robert E.; Loudon, David L.
Strategic Planning for Collegiate Athletics.
PUB DATE- 00
NOTE- 174p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Athletics; Audits (Verification); Educational Planning; Feedback; Higher Education; Mission Statements; Objectives; *Program Development; Program Evaluation; *Strategic Planning
IDENTIFIERS- Program Monitoring

This book presents strategies for planning and managing athletic programs. It helps college athletic administrators analyze their organization's environment, set objectives, decide on specific actions, and obtain feedback. Chapter 1, "Perspectives on Planning for Athletics Programs," discusses what planning is and why it is important. Chapter 2, "Overview of Strategic Planning," discusses strategic planning's process and implementation in athletics. Chapter 3, "Defining Your Purpose," explains the importance of defining purpose and writing and evaluating purpose statements. Chapter 4, "Analysis and Assumptions," discusses internal and external analysis and assumptions. Chapter 5, "Establishing Objectives," explains the nature, role, characteristics, and types of objectives. Chapter 6, "Developing Strategy and Operational Plans," notes strategy concepts, alternative strategies, factors influencing strategies, and operational plans. Chapter 7, "Evaluation and Control Procedures: Monitoring, Feedback, and Reward," includes integration of planning and control, performance evaluation and control, and staff performance evaluation guidelines. Chapter 8, "Raising Your Sights and Sharpening Your Tools through the Use of a Planning Audit," describes the planning audit; audit objective, scope, and breadth; audit personnel; audit data; and increasing planning sophistication. Appended are a strategic plan outline; summary strategic plan; detailed strategic plan; and employee evaluation and development form. (Contains 13 references.) (SM)

ED 444 442   HE 033 202

Inayatullah, Sohail, Ed.; Gidley, Jennifer, Ed.
The University in Transformation: Global Perspectives on the Futures of the University.
PUB DATE- 00
NOTE- 270p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Activism; Computer Uses in Education; Consciousness Raising; Cultural Pluralism; Distance Education; Diversity (Student); *Educational Change; Educational Technology; Females; Feminism; Foreign Countries; *Futures (of Society); *Global Approach; *Higher Education; Nontraditional Education; Teaching Methods; Womens Education; World Wide Web
IDENTIFIERS- Caribbean; *Globalization; India; Middle East; Pakistan

This book examines emerging trends and issues that promise to change the face of the university in the 21st century. The book is divided into four sections: chapters in the first section examine the future of higher education in the Western hemisphere, which given the dominating position of Western universities has direct and structural implications for the rest of the world; the second section examines the university in the nonwest, offering various modernist, scholar/activist, dissenting, and multicultural approaches; the third section examines alternative universities; and two concluding chapters summarize the discussions and offer alternative paths to the future. Chapters are: (1) "Introduction: Forces Shaping University Futures" (Sohail Inayatullah and Jennifer Gidley); (2) "University Traditions and the Challenge of Global Transformation" (Philip Spies); (3) "Higher Education at the Brink" (Peter Manicas); (4) "Will the Future Include Us? Reflections of a Practitioner of Higher Education" (Deane Neubauer); (5) "The Virtual University and the Professoriate" (Michael Skolnik); (6) "The Futures for Higher Education: From Bricks to Bytes to Fare Thee Well!" (Jim Dator); (7) "Why Pay for a College Education?" (Tom Abeles); (8) "Of Minds, Markets, and Machines: How Universities Might Transcend the Ideology of Commodification" (David Rooney and Greg Hearn); (9) "At the Edge of Knowledge: Toward Polyphonic Multiversities" (Paul Wildman); (10) "Recovery of Indigenous Knowledge and Dissenting Futures of the University" (Ashis Nandy); (11) "Pakistani Universities: Past, Present, and Future" (Tariq Rahman); (12) "Civilizing the State: The University in the Middle East" (Shahrzad Mojab); (13) "Scholar-Activism for a New World: The Future of the Caribbean University" (Anne Hickling-Hudson); and (14) "Internationalizing the Curriculum: For Profit or Planet?" (Patricia Kelly); (15) "The Crisis of the University: Feminist Alternatives for the 21st Century and Beyond" (Ivana effectively in small or large classes if it is customizable; (3) CBT eases students' inhibitions about using and learning technology; and (4) CBT can be an efficient learning tool in a classroom without taking away the vital importance of the instructor. (Contains 10 references.) (MES)

ED 444 462 IR 020 117

Youngman, Timothy; Gotcher, Lee; Vafa, Shahrzad; Dinsmore, Sharon; Goucher, Orval B.
A University Design Team Approach: Developing Courses for On-Line Distance Education.
PUB DATE- 00
NOTE- 7p.; In: Society for Information Technology & Teacher Education International Conference: Proceedings of SITE 2000 (11th, San Diego, California, February 8-12, 2000). Volumes 1-3; see IR 020 112.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Constructivism (Learning); *Distance Education; Formative Evaluation; Higher Education; *Instructional Design; *Instructional Development; Instructional Effectiveness; Systems Approach; *Teamwork; World Wide Web
IDENTIFIERS- *Course Development; *Online Courses; University of Houston Clear Lake TX

The University of Houston-Clear Lake has developed a systematic design process to use in facilitating the development of online distance education courses. The process incorporates three semesters, during which faculty members have the opportunity to consult with a design team that consists of instructional designers, World Wide Web developers, graphic artists, media specialists, and instructional programmers. This paper presents an outline of the process, describes each step in detail, and provides a framework for formative evaluation. The first section of the paper considers the theoretical background of the process. The design team is described in the second section, including the members of the team and process management. The pre-production, production, and post-production stages of the process are detailed in the third section. (Author/MES)

ED 444 463 IR 020 118

Graeml, Alexandre Reis; Ehrlich, Pierre Jacques
Assessing the Value of IT (As Difficult To Assess as the Value of Formal Education?).
PUB DATE- 00
NOTE- 7p.; In: Society for Information Technology & Teacher Education International Conference: Proceedings of SITE 2000 (11th, San Diego, California, February 8-12, 2000). Volumes 1-3; see IR 020 112.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *Cost Effectiveness; *Economic Impact; *Educational Assessment; *Educational Economics; *Evaluation Methods; *Information Technology

This paper establishes a comparison between the problems that IT (Information Technology) people are currently having in evaluating the return on the investment in IT and the

(11th, San Diego, California, February 8-12, 2000). Volumes 1-3; see IR 020 112.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Collegiality; Computer Mediated Communication; *Computer Uses in Education; *Distance Education; Group Activities; Higher Education; *Instructional Design; Internet; *Teacher Education; Teaching Methods
IDENTIFIERS- Experts

This paper describes three instructional strategies designed to support community building in an online graduate teacher education course: (1) MOO (Multi-User Dimensions Object Oriented) field trips, in which participants are introduced to text-based virtual environments on the Internet through metaphoric online "field trips"; (2) integrating experts into the final project; and (3) small group case studies, allowing participants to work closely with two or three of their classmates on problem scenarios that are aligned to their teaching contexts. The impacts of these strategies are also discussed briefly. (MES)

ED 444 484 IR 020 139

Wessel, Warren E.
Technology in the Classroom: Implications for Teacher Education.
PUB DATE- 00
NOTE- 7p.; In: Society for Information Technology & Teacher Education International Conference: Proceedings of SITE 2000 (11th, San Diego, California, February 8-12, 2000). Volumes 1-3; see IR 020 112.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Uses in Education; Distance Education; *Educational Technology; Elementary Secondary Education; Faculty Development; Foreign Countries; Higher Education; *Information Technology; *Teacher Education; Telecommunications
IDENTIFIERS- Canada; University of Regina SK

This paper explores some of the implications on teacher education of the increased use of ICT (Information Communication Technology) in the delivery of curricula. The paper argues that, if ICT is going to become an integral part of instruction in elementary and secondary schools, changes need to be made in preservice and inservice programs for education students and practicing teachers. The initial section describes the assumptions used to limit the scope of the paper. The next section presents a discussion of potential uses of ICT and some concerns/myths about the use of ICT in education. The third section is a discussion of teacher education and professional development for practicing teachers, including some ideas about distance education. The final section is a proposal for a research facility (an instructional sending studio and receiving classroom) at the University of Regina (Canada) to further the study of ICT in teaching and learning in elementary and secondary classrooms. (MES)

ED 444 485 IR 020 140

Ask, Bodil; Haugen, Harald

his or her environment, participatory media becomes a catalyst for cognition. Learners use media tools to influence their own lives. PCT suggests that learning is political as well as psychological and that dignity is a fundamental component of learning. The paper first defines participatory communication and its theoretical constructs. Second, an explanation of how it works is given. Third, several examples of participatory communication projects are presented. Fourth, a rationale for employing PCT is suggested, a rationale anchored in self-efficacy research as well as socio-constructivist approaches to learning theory. Finally, the paper explores the uses and ramifications of PCT in an instructional design model. Contains 15 references. (MES)

ED 444 504   IR 020 160

Montgomery, Lee; Whiting, David
Teachers under Construction--Incorporating Principles of Engaged and Brain Based Learning into a Constructivist "Technology in Education" Program.
PUB DATE- 00
NOTE- 7p.; In: Society for Information Technology & Teacher Education International Conference: Proceedings of SITE 2000 (11th, San Diego, California, February 8-12, 2000). Volumes 1-3; see IR 020 112.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Constructivism (Learning); *Cooperative Learning; *Educational Technology; Group Activities; Higher Education; *Instructional Design; Preservice Teacher Education
IDENTIFIERS- Engaged Style; Southern Utah University; Technology Integration

This paper is a report on the findings of an action research project conducted during an undergraduate "Technology in Education" class for preservice teachers at Southern Utah University. The course was structured using a constructivist approach and designed to incorporate principles of brain-based and engaged learning. A five-step sequence of activities was employed to facilitate the successful operation of collaborative groups: (1) formation of the groups; (2) clarification of the group goal; (3) negotiation of tasks and sub-tasks to be completed; (4) monitoring of individual and group performance; and (5) reconciliation of differences in approaches to the goal. Technology competencies of students participating in the course were accessed using quantitative and qualitative analysis techniques. Findings indicate that students in the constructivist course acquired proficiency in the use of technology and developed knowledge structures essential to the successful integration of technology into classroom practice. (MES)

ED 444 505   IR 020 161

Roessling, Guido; Freisleben, Bernd
Approaches for Generating Animations for Lectures.
PUB DATE- 00
NOTE- 7p.; In: Society for Information Technology & Teacher Education International Conference: Proceedings of SITE 2000 (11th, San Diego, California, February 8-12, 2000). Volumes 1-3; see IR 020 112.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

NOTE- 6p.; In: Society for Information Technology & Teacher Education International Conference: Proceedings of SITE 2000 (11th, San Diego, California, February 8-12, 2000). Volumes 1-3; see IR 020 112.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business Administration Education; *Distance Education; Educational Technology; *English for Special Purposes; Foreign Countries; Higher Education; *Multimedia Instruction; *Second Language Instruction; Student Role; Teacher Role
IDENTIFIERS- France

This paper is a presentation of a 10-year experiment in multimedia distance learning in English for specific purposes within the general framework of a 3-year management diploma in the French higher education system. It defines, analyzes, and rationalizes key elements in the technical evolution against a background of epistemological and present didactic academic standards gleaned from literature scanning. The student population is described, and the roles of students and teachers are examined. The content of the national curriculum and the tools used are discussed. An overview of the milestones of the experiment is given, pinpointing some successes to adopt and pitfalls to avoid. (MES)

ED 444 526 IR 020 182

Steed, Marlo; Mrazek, Rick
Interactive Multimedia as Research Portrayal.
PUB DATE- 00
NOTE- 10p.; In: Society for Information Technology & Teacher Education International Conference: Proceedings of SITE 2000 (11th, San Diego, California, February 8-12, 2000). Volumes 1-3; see IR 020 112.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Course Evaluation; Educational Research; Foreign Countries; Higher Education; Interaction; *Multimedia Materials; *Research and Development; Research Reports; Tables (Data); *World Wide Web
IDENTIFIERS- *Research Results; University of Lethbridge (Canada); Web Sites

This paper reports on an ongoing project at the University of Lethbridge (Alberta) to implement an interactive online multimedia World Wide Web site for communicating research and development results. The value of multimedia for activating rich knowledge structures is documented in the literature. However, using multimedia as a communication device for publishing research has been largely unexplored. A research and development project into online distributive education is used as an example of how this can be implemented. A multimedia portrayal table is included that provides links to data about the online course experience (e.g., tools used, student e-mail comments, student video interviews, and instructor interviews). (Contains 21 references.) (MES)

ED 444 527 IR 020 183

Education International Conference: Proceedings of SITE 2000 (11th, San Diego, California, February 8-12, 2000). Volumes 1-3; see IR 020 112.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Technology; Foreign Countries; Grade 9; *Information Seeking; Information Technology; *Metacognition; Qualitative Research; Secondary Education; *Student Journals; *Student Reaction
IDENTIFIERS- Israel; *Knowledge Development; Learning Environments; Reflective Writing

In this study, 24 9th-grade students investigated several issues related to modern Israeli society. In their investigation, students were engaged in activities such as data search, data sorting, making inquiries, project writing, and construction of a new computerized database related to the subjects of their investigations. Students were encouraged to write personal reflection notes after each session throughout the five-month period of their work. Studying these reflections improves understanding of the way students think about themselves as learners, about the task's demands, and about strategies that are needed to deal with the demands. A tool for analyzing the reflections based on Flavell's metacognitive components is proposed. Replicas are analyzed according to 18 dimensions. This tool enables comparison of different patterns of reflections among students, as well as detection of dominant dimensions within the student's own protocols of reflection. (Contains 14 references.) (Author/MES)

ED 444 547 IR 020 203

Hartley, Kendall; Bendixen, Lisa
Learning with Hypermedia: The Role of Epistemological Beliefs and Self-Regulation.
PUB DATE- 00
NOTE- 6p.; In: Society for Information Technology & Teacher Education International Conference: Proceedings of SITE 2000 (11th, San Diego, California, February 8-12, 2000). Volumes 1-3; see IR 020 112.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Beliefs; Educational Psychology; Educational Technology; *Epistemology; *Hypermedia; Individual Characteristics; Multimedia Instruction; Multimedia Materials; Research Needs; Role; Student Characteristics
IDENTIFIERS- Learning Environments; *Self Regulation

This paper discusses the use of hypermedia as a mainstream instructional tool and what this use means for the success of all learners. Hypermedia research has not provided evidence of superiority to other instructional media. This research has, however, indicated that learner characteristics play a significant role in achievement in these new environments. Epistemological beliefs and self-regulatory skills have been demonstrated to be essential determinants of success in traditional learning environments. These beliefs and skills may be especially crucial to learning in cyberspace. This paper reviews relevant research from the educational psychology and hypermedia literature and discusses implications for the delivery of hypermedia instruction. Future research

Marcovitz, David M.; Hamza, M. Khalid
Supporting Technology in Elementary Classrooms: The Roles of Students.
PUB DATE- 00
NOTE- 8p.; In: Society for Information Technology & Teacher Education International Conference: Proceedings of SITE 2000 (11th, San Diego, California, February 8-12, 2000). Volumes 1-3; see IR 020 112.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classification; *Computer Uses in Education; *Educational Technology; Ethnography; Intermediate Grades; Models; Qualitative Research; *Student Role
IDENTIFIERS- *Support Systems; *Technology Utilization

This paper explores the roles students play in support of technology in elementary classrooms. In this ethnographic study, new models for support were developed by examining support for technology and the use of technology in three third and fourth grade classes. Data were collected through teacher interviews, informal conversations, observations of classes, and observations of meetings. The multiple observations of students giving support were analyzed, and the following categories emerged: playing; sharing; reading; small help; becoming expert; teaching; and other. Reading, small help, and teaching involved direct support from a student to either a student or a teacher. Sharing and becoming expert involved indirect support that students give. Playing included times that the students offered support in order to play. (MES)

ED 444 568 IR 020 224

Strudler, Neal; Heflich, David; Anderson, Don
Project THREAD: Technology Helping Restructure Educational Access and Delivery.
PUB DATE- 00
NOTE- 7p.; In: Society for Information Technology & Teacher Education International Conference: Proceedings of SITE 2000 (11th, San Diego, California, February 8-12, 2000). Volumes 1-3; see IR 020 112.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College School Cooperation; *Educational Technology; Faculty Development; Field Experience Programs; Higher Education; Material Development; *Preservice Teacher Education
IDENTIFIERS- Access to Technology; *Technology Integration; Technology Utilization; University of Nevada Las Vegas

This paper describes Project THREAD (Technology: Helping Restructure Educational Access and Delivery), an initiative funded by the U.S. Office of Education through its Preparing Tomorrow's Teachers to Use Technology grant program. The project's overarching goal is to build the capacity of individuals and institutional structures to support the infusion of technology throughout the UNLV's (University of Nevada, Las Vegas's) teacher preparation program. This will be done through: (1) a series of inservice workshops for university faculty, administrators, field supervisors and mentor teachers; (2) one-on-one follow-up support provided by project staff and advanced undergraduate students; (3) a minicultural expression, and democracy in classrooms) which is meaningful in research on using technology in teacher education. The first section discusses critical pedagogy as it applies to the uses of technology for teacher education in the United Kingdom; the "National Grid for Learning," which advocates for vocational goals rather than addressing issues of culture, personal development, and equity of access, is challenged. The second section, focusing on autonomy and control in indigenous preschool teacher education in Australia, highlights the need to consider cognitive, affective, and technical scaffolding in learning environments that are sensitive to the ways in which children solve problems and build on their current understandings. The third section examines critical discourse in an online reading course in California through the lens of democratic principles of advocacy, reconciling multiple sources of information and active participation. (Contains 11 references.) (MES)

ED 444 589   IR 020 245

Geer, Ruth
Drivers for Successful Student Learning through Collaborative Interactivity in Internet Based Courses.
PUB DATE- 00
NOTE- 8p.; In: Society for Information Technology & Teacher Education International Conference: Proceedings of SITE 2000 (11th, San Diego, California, February 8-12, 2000). Volumes 1-3; see IR 020 112. The figure contains marginally legible type.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Uses in Education; *Cooperative Learning; Distance Education; Educational Research; Educational Technology; Foreign Countries; Higher Education; *Instructional Effectiveness; *Interaction; Internet; Models
IDENTIFIERS- *Learning Environments; *Online Courses; University of South Australia

Interaction and collaboration have been identified as desirable components of an effective learning environment; however, it is not clear from research how they improve the quality of learning in a distance education setting. While studies have addressed the types of technologies that impact on collaborative interactivity, little has been written about other drivers and their influence on ensuring successful student learning. The following drivers of collaborative interactivity are described: assessment; student characteristics; technology confidence and prior knowledge; role of the instructor; and interpersonal knowledge. A tentative model for conceptualizing these drivers is proposed. The model in the shape of a pyramid describes a progression of improved learning outcomes made possible by technology-mediated interaction. This paper examines whether such a model can support an investigation on effective collaborative interactivity resulting in successful student learning. A research program at the University of South Australia that will examine the impact of these drivers on various levels of interaction under the pyramid model is described. (Contains 34 references.) (MES)

ED 444 590   IR 020 246

Molebash, Philip E.

colleges receive the funding they need to do their jobs well. It also provides a list of legislators and their primary community college districts. The May 1999 issue features former CCC students who are now legislators and their views on California community colleges: Assemblywoman Sarah Reyes, Assemblyman Lou Correa and Senator James Brulte. The issue also provides highlights of the 1999 FACCC conference, which focused on the discussion of partnerships. Each issue of the Journal also contains various features such as letters to the Editor, Legislative Report, FACCCTS Survey, and Book Review. (JA)

ED 444 609   JC 000 459

Service Area Market Analysis: Environmental Scanning.
PUB DATE- 00
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Role; Community Colleges; Educational Planning; *Environmental Scanning; *Labor Force Development; *Long Range Planning; *School Business Relationship; Two Year Colleges
IDENTIFIERS- *Front Range Community College CO

This environmental scanning report presents, in brief, various key indicators: political climate, population demographics, secondary education, postsecondary education, welfare, unemployment, industry, labor, and general conclusions. General conclusions made in this report are as follows: higher education is expected to receive a slight increase in general funds, but the bulk of the budget will go to K-12 education; the budgets for Corrections and Medicaid will receive the largest percent increases in order to accommodate the state's growing and aging population; the state's population will continue to increase above the national rate; the fastest growing segment of the population over the next decade will be the "over 35" age group, which will have an impact on virtually all sectors of the government and economy; the number of high school graduates is also expected to increase; welfare-to-work requirements may translate into a larger labor force in need of education, training, and retraining; the unemployment rate for the state is, for the 11th straight year, below the national rate and the service industry is the fastest growing employment sector and includes jobs requiring a wide range of education and training. (VWC)

ED 444 610   JC 000 460

Service Area Market Analysis: Focus on Industry and Occupation.
PUB DATE- 99
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; *Employment Opportunities; *Employment Patterns; Industry; *Policy Formation; *School Business Relationship; Two Year Colleges
IDENTIFIERS- *Front Range Community College CO

This report presents occupation and industry data (statewide and service area specific) for the purpose of assessing external forces in order to provide information to help guide policymaking at Front Range Community College. The report

SPONS. AGENCY- British Columbia Council on Admissions and Transfer, Vancouver.
PUB DATE- 98
NOTE- 80p.; Prepared by Simon Fraser University, Office of Analytical Studies.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *Academic Persistence; Access to Education; *Articulation (Education); *College Credits; *College Transfer Students; *Educational Mobility; Foreign Countries; Higher Education; *Transfer Programs; Universities
IDENTIFIERS- *British Columbia; *Simon Fraser University (Canada)

This report presents a profile of transfer students admitted to Simon Fraser University (SFU) from British Columbia (BC), Canada, colleges from 1993/94 to 1997/98. Section A provides a general profile of transfer students by: college from which students transferred to SFU, number of transfer credits students were admitted with, number of credit hours students registered for in their first semester, faculty in which students intended to major, degree goal or credential students pursued, program(s) students pursued, age upon admission to SFU, and gender. Section B presents academic performance indicators for transfer students by: grade point average (GPA) upon admission through to graduation, grade performance in selected courses at SFU compared to direct entry students, and degree completion rate. In Section C, trends in GPA performance, from admission through to graduation, distribution of programs from which they graduated, distribution of credentials awarded, and average number of semesters required to graduate are examined for those transfer students who have graduated. Section D explores a group of students who had some college experience, but were admitted to SFU as "non-BC College Transfers." This section shows distributions by: college from which students had some transfer credits, year and Basis of Admission, admission GPA by basis of admission, age upon admission to SFU, and gender. (Contains one appendix.) (VWC)

ED 444 631   JC 000 583

Heslop, Joanne
Profile of B.C. College Transfer Students Admitted to Simon Fraser University, 1992/93 to 1996/97.
SPONS. AGENCY- British Columbia Council on Admissions and Transfer, Vancouver.
PUB DATE- 98
NOTE- 74p.; Prepared by Simon Fraser University, Office of Analytical Studies.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *Academic Persistence; Access to Education; *Articulation (Education); *College Credits; *College Transfer Students; *Educational Mobility; Foreign Countries; Higher Education; *Transfer Programs; Universities
IDENTIFIERS- *British Columbia; *Simon Fraser University (Canada)

This report presents a profile of transfer students admitted to Simon Fraser University (SFU) from British Columbia (BC), Canada, colleges from 1992/93 to 1996/97. Section A provides a general profile of transfer students by: college from which students transferred to SFU, number of transfer credits students were admitted with, number of credit hours students during 1998-99 are as follows: 3,138 associate degrees; 2,626 diplomas; and 581 certificates. The 1999-2000 budget was $330 million. In order for Kentucky to attain the goal declared by the General Assembly to reach the national average in quality of life by the year 2020, KCTCS must be a comprehensive system that ensures reasonable access to transfer programs, workforce training, and remedial and continuing education. (JA)

ED 444 650 JC 000 604

Improving Opportunities for Transfer from the Wisconsin Technical College System to the University of Wisconsin System. Report of the UW/WTCS Transfer Study Committee to the President of the University of Wisconsin System and the State Director of the Wisconsin Technical College System.
PUB DATE- 00
NOTE- 43p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Articulation (Education); College Credits; Economic Factors; *Education Work Relationship; Higher Education; Socioeconomic Influences; *Technical Institutes; *Transfer Policy; *Transfer Programs
IDENTIFIERS- *Wisconsin Technical College System

The report explains several changes in the existing transfer policies and practices from the Wisconsin Technical College System (WTCS) to the University of Wisconsin (UW) System. The need for many of the state's workers to continue their undergraduate education has become evident as educational requirements in the workplace have changed and career advancements have become more dependent on college completion. The Transfer Study Committee has developed four specific recommendations designed to improve UW System transfer opportunities for WTCS students. Recommendations for improvement include: (1) the revision of the 1989 statement on principles governing student transfer from the WTCS; (2) a commitment to develop multi-institutional program articulation agreements; (3) a proposal to create several alternative baccalaureate completion programs within the UW System for WTCS associate degree graduates; and (4) an agreement to expand the WTCS general education credits that UW System institutions would consider for transfer. In 1999 the Wisconsin Act 9, the Legislature required, as part of the report on efforts to facilitate transfer opportunities from the WTCS to the UW System, a plan to coordinate the transfer of credits for additional programs and a timetable for implementation of the plan. The report includes five appendices. (JA)

ED 444 651 JC 000 605

Digital Divide: Gender and Race Variations of Computer Use by NVCC Students. OIR Report.
PUB DATE- 00
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Community Colleges; *Computers; *Educational Technology; *Electronic Mail; *Internet; Racial Differences; Sex Differences; Student Behavior; *Student Characteristics; Student Surveys; Tables (Data); Two Year College Students; Two Year Colleges

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Instruction; *College Programs; Educational Innovation; Educational Research; Educational Technology; *Learning Strategies; *Teaching Methods; Two Year Colleges
IDENTIFIERS- *College of DuPage IL

The document introduces a college program designed to encourage the initiation and evaluation of strategies to increase student learning through innovative teaching methods. It also contains reports on completed individual projects. The principal activity of the Innovation Incubator at the College of DuPage (Illinois) is to support specific research projects. Other Innovation Incubator sponsored activities have included discussion groups, development projects, and Net Site Bookmarks. Each project starts with an innovative idea proposed by a faculty member. The idea is then investigated and developed into a test project. Projects are implemented in some classes, measurements are taken, effects of the idea on learning are determined, and results are communicated throughout the college. Innovation Incubator projects have investigated the effects of various types of computer software, the internet delivery of courses, the student control in evaluations and course requirements, and the applications of course material to research or nonacademic pursuits. Instructors found higher attendance rates and student satisfaction in innovation groups. A study investigating the effects of Internet delivery of the CIS 100 curriculum, for example, provided evidence that the method of course delivery chosen by the student does not negatively affect student performance. However, the Internet-based students (innovation group) tended to contact the instructor more often than the paper-based control group. (JA)

ED 444 671 JC 000 626

College of DuPage Institutional Portrait, 1999-2000.
PUB DATE- 00
NOTE- 50p.; Some text and tables will not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Ancillary School Services; *College Environment; Community Colleges; *Institutional Characteristics; *Institutional Mission; *School Effectiveness; School Schedules; *School Size; Two Year Colleges
IDENTIFIERS- *College of DuPage IL

This report profiles the College of DuPage (Illinois) and provides a quick reference regarding the institution. It contains information on facilities and land, finance, staff, college/student services, the Library, athletics, academic calendars, maps, and instructional programs. This report reflects the college structure as of September 1999 and includes the college Mission, Philosophy, Enduring Purposes, Core Indicators of Institutional Effectiveness, and Sprit of Service. College of DuPage is the largest single campus, two-year college in the United States. The enrollment for fall quarter 1999 is 34,073. There are 49 occupational programs and 45 transfer area programs offered. The college has a total of 2,458 classified staff, faculty, and administrators. The college is guided by seven Enduring Purposes: basic education, cultural opportunities, developmental education, general education, lifelong learning opportunities, occupational

Activities; Family Life; Family Relationship; High Schools; *Interests; Marriage; National Surveys; Parent Child Relationship; School Attitudes; Sex Differences; Social Attitudes; *Student Attitudes; Student Motivation; Tables (Data); *Well Being; Work Attitudes; Youth Problems

This report details findings of a national survey of the attitudes and plans of American adolescents. Completing the questionnaire were non-home-schooled students 14 to 18 years of age from 1,334 households in a nationally representative sample. To permit regional comparisons, the questionnaires were mailed to representative households within each of the nine United States census regions. The report summarizes findings "at a glance" in 11 categories: (1) schools; (2) student environment; (3) courses important for future success; (4) attitudes; (5) opportunities; (6) effort and grades; (7) role models; (8) family relationships; (9) outside activities; (10) top career choices; and (11) the future. Survey findings are discussed under the following headings: (1) the academic environment-- evaluation of current experiences; (2) opportunities and effort; (3) life beyond the classroom; (4) the future; (5) future education; and (6) career and family. Among the key findings, the report notes that most youth appear to be meaningfully engaged in their schooling, viewing courses as very challenging (58 percent) and seeing them as "definitely preparing me for the future" (67 percent). Ninety percent reported that there is "at least one teacher or administrator who personally cares about my success." About three quarters of the sample are connected to at least one school-based co-curricular activity. High percentages of both boys and girls reported close relationships with parents and high percentages reported being connected to three or more friends. The report includes 31 data tables. (KB)

ED 444 691 PS 028 760

A Portrait of Contrasts: A Comparison of the Horatio Alger Scholars and the State of Our Nation's Youth Survey, 2000-2001.
PUB DATE- 00
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Adolescent Attitudes; *Adolescents; Aspiration; Attitude Change; Career Choice; Comparative Analysis; Discipline; Extracurricular Activities; Family Life; Family Relationship; High Schools; *Interests; Marriage; National Surveys; Parent Child Relationship; School Attitudes; Sex Differences; Social Attitudes; *Student Attitudes; Student Motivation; Tables (Data); *Well Being; Work Attitudes; Youth Problems

This report compares the thoughts and opinions of 106 National Scholars recognized by the Horatio Alger Association with those of a national sample of 2,250 adolescents 14 to 18 years old. The report summarizes findings "at a glance" in 11 categories: (1) schools; (2) student environment; (3) courses important for future success; (4) attitudes; (5) opportunities; (6) effort and grades; (7) role models; (8) family relationships; (9) outside activities; (10) top career choices; and (11) the future. Survey findings are discussed under the following headings: (1) the academic environment; (2) life beyond the classroom; and (3) the future. Among the key findings, the report notes numerous significant differences between the National Scholars and the sample of nation's youth. Compared to

Childress, Michael T.
Child Care in Kentucky: Current Status and Future Improvements.
PUB DATE- 99
NOTE- 71p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Compensation (Remuneration); *Day Care; Early Childhood Education; Models; Program Costs; *Program Improvement; Public Opinion; *Public Policy; *Young Children
IDENTIFIERS- Affordability; Availability (Programs and Services); Caregiver Child Ratio; Caregiver Qualifications; *Child Care Costs; *Day Care Quality; Group Size; Kentucky; State Policy

This report is designed to inform the Kentucky Governor, the General Assembly, and the public about the quality of child care in the state. Chapter 1 presents data suggesting that at least one third of Kentucky preschoolers are currently in child care, more children are likely to enter childcare as female labor force participation increases and welfare reform unfolds, and the quality of care has a fundamental impact on children, parents, and the wider public. Chapter 2 presents data on the availability and affordability of quality child care in Kentucky. While data suggest that many parents are satisfied with the availability and affordability of high-quality care in their communities, expert assessments of caregiver-child ratios, group size regulations, training requirements, and compensation reveal that much of Kentucky child care is of questionable quality. Further, more educated parents are much less likely to be satisfied with the availability and affordability of high-quality care. Chapter 3 deals with ways to improve Kentucky child care. A statistical model was used to estimate the relative contribution of various factors to Kentucky child care, and then hypothetical scenarios were generated to estimate the effects of changing ratios, training levels, group size, and pay rates on program quality. Findings point toward caregiver-child ratios, training requirements, and wage rates as targets for enhancing program quality. An expenditure increase of about $10 per child per week was estimated to make marked quality improvements, but over $20 per child per week was necessary to create the highest quality program. Three appendices contain statistical information. (KB)

ED 444 711 PS 028 790

Heffernon, Rick; Sandler, Linda
Phoenix Early Head Start: Twelve Family Stories. Final Chapter.
SPONS. AGENCY- Administration for Children and Families (DHHS), Washington, DC.; Southwest Human Development, Inc., Phoenix, AZ.
PUB DATE- 00
NOTE- 42p.; For Phoenix Early Head Start Year Two report, see ED 436 247.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; *Case Studies; *Early Parenthood; Family Programs; Interviews; *Parent Attitudes; Preschool Education; Program Effectiveness; Program Evaluation
IDENTIFIERS- Arizona (Phoenix); *Early Head Start; Family Support

The Phoenix Early Head Start (EHS) program is a family-centered program intended to provide early, continuous, intensive, and comprehensive child development and family support services for first-time teen parents and their very young children. This

Cognitive Objectives; Early Intervention; *Educational Assessment; Evaluation Criteria; *High Risk Students; Inner City; Outcomes of Education; Parent Participation; Parent Role; Parent School Relationship; Parent Teacher Cooperation; Partnerships in Education; Performance; *Preschool Children; Preschool Education; Program Effectiveness; Program Evaluation; Psychomotor Objectives; *School Readiness; *State Programs
IDENTIFIERS- Prekindergarten Saginaw Objective Reference Test; Saginaw City School System MI

The Michigan School Readiness Program (MSRP) is a state-funded prekindergarten program in Saginaw for 4-year-olds from the inner city with the goal of providing an environment that develops school readiness skills. The seven program components are: cognitive, psychomotor, affective, parent participation/education, curriculum, staff development, and community collaboration/participation. An annual evaluation was conducted for the 1999-2000 school year. A total of 306 students attended the program at 1 of 10 sites. The Prekindergarten Saginaw Objective Reference Test was used to assess student achievement on a posttest-only basis. The Affective Rating Scale assessed affective objectives on a pre-post basis. Findings indicate that MSRP students attained all the cognitive, psychomotor, and affective objectives. All objectives related to parent participation through classroom participation, parent meetings, and completion of home activities with the children were met successfully. The Early Childhood Education Curriculum Committee met four times and discussed full-day kindergarten, kindergarten reading and mathematics materials, literacy and language development frameworks, and issues in implementing new reading and math series. The program supervisor participated on county level committees. All staff attended at least 75 percent of the inservice training offered. It was concluded that the MSRP program in its eleventh year of operation was very successful, having achieved all 26 objectives. It was recommended that the teachers and program supervisor jointly explore alternative ways to involve employed parents in their children's education and that building differences in program effectiveness be examined. (Eight appendices include a description of the program, data collection instruments, and data by school building.) (KB)

ED 444 730 PS 028 816

Oden, Sherri; Schweinhart, Lawrence J.; Weikart, David P.
Into Adulthood: A Study of the Effects of Head Start.
PUB DATE- 00
NOTE- 243p.; "With Sue M. Marcus and Yu Xie. Commentaries by Suzanne M. Randolph, Mary Lou de Leon Siantz, Sheldon H. White, Edward Zigler, and Sally J. Styfco."
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Comparative Analysis; Criminals; Early Experience; Early Parenthood; Economic Status; Educational Attainment; Employment; Followup Studies; Grade Point Average; Longitudinal Studies; *Outcomes of Education; *Preschool Education; *Preschool Evaluation; Program Effectiveness; Special Education; Welfare Services; *Young Adults
IDENTIFIERS- High Scope Preschool Curriculum Study; *Project Head Start

This report describes the Long-Term Benefits of Head Start (LTBHS) study designed to address questions regarding the long-term effects of the Head Start program on the children and

PUB DATE- 00
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Child Support; *Child Welfare; *Children; Family Income; Health Services; Low Income Groups; *Poverty; *Welfare Recipients; Welfare Services
IDENTIFIERS- Food Stamp Program; Kansas; Medicaid; Self Sufficiency; Subsidized Child Care Services; *Welfare Reform; Welfare to Work Programs

Since Congress passed the Personal Responsibility and Work Opportunity Reconciliation Act in 1996, Kansas has dramatically reduced its welfare roles. Noting that achieving self-sufficiency is the real measure of success in combating poverty, this study examines welfare reform efforts in Kansas. To gather information, United Way member agencies and community emergency assistance agencies administered a survey during 1998 and 1999 to 2,005 households seeking assistance, 1,244 of whom were families with children. Findings reveal that while Kansas has made progress in fighting poverty, that progress is far more modest than the dramatic decrease in welfare roles suggests. Kansas ranks 14th in the percentage reduction in welfare recipients between 1993 and 1999. Many welfare recipients and former recipients continue to struggle to meet their needs. The level of income required to become self-sufficient often far exceeds the wages that a welfare recipient can expect to receive. Kansas diverts almost half the Temporary Assistance to Needy Families block grant into foster care, thereby reducing its ability to effectively improve families' self-sufficiency. Kansas places little emphasis on providing recipients with skill-specific training needed to secure a living wage, with current state spending too low to take full advantage of federal matching grants. An alarming number of poor families are not receiving food stamps, Medicaid, child care subsidies, and other benefits for which they are eligible. Based on findings, the following recommendations were made to help Kansas achieve the true goals of welfare reform: (1) caseworkers should make sure that families are aware of benefits for which they are eligible; and (2) job readiness and training programs should be emphasized. (KB)

ED 444 749 PS 028 845

Lopez, Elias
Who Is Least Likely To Attend Pre-School?
PUB DATE- 99
NOTE- 9p.; Prepared at the Request of Assemblymember Kerry Mazzoni, Chair of the Assembly Education Committee.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Asian Americans; Attendance; Blacks; Census Figures; Comparative Analysis; *Economic Factors; *Enrollment; *Enrollment Influences; Hispanic Americans; Low Income Groups; Minority Groups; Preschool Children; *Preschool Education; *Racial Differences; *Student Characteristics; Tables (Data); Whites
IDENTIFIERS- African Americans; Current Population Survey; Latinos

This paper provides demographic information on California preschool-age children and their preschool attendance. Data sections, with tables, are: (1) "Number of Children Not in Pre-School or Kindergarten"; (2) "Latino, Asian, and African American Children Are Less Likely To Have Gone to Pre-School";

Helm, Judy Harris, Ed.
The Project Approach Catalog 3 by the Project Approach Study Group.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 143p.; For 1998 version of this catalog, see ED 424 036. Catalog prepared for the Annual Meeting of the National Association for the Education of Young Children (Atlanta, GA, November 8-11, 2000).
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - General (020),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Active Learning; Administrator Role; Cartography; Cooperative Learning; Creative Development; *Discovery Learning; Early Childhood Education; Educational Research; Elementary Education; Group Activities; Higher Education; Instructional Innovation; Internet; *Learning Activities; Map Skills; Problem Solving; *Student Projects; Teacher Education; Teaching Methods
IDENTIFIERS- *Project Approach (Katz and Chard)

Projects are in-depth studies of a topic undertaken by a class, a group, or an individual child. Projects are intended to strengthen children's dispositions to be interested, absorbed, and involved in in-depth observation, investigation, and representation of worthwhile phenomena in their own environments. This Catalog on the Project Approach, the third of its kind, describes and illustrates projects done by children in early childhood and elementary classrooms on topics such as dogs, musical instruments, hens, bicycles, birds, grocery stores, restaurants, and books. Section 1 of the Catalog provides a brief overview of what a project is and offers some suggestions about how to get started. This section also discusses how young children's emerging mapping skills can be strengthened through project work. Section 2 describes some of the strategies used to help teachers and student teachers learn to use the Project Approach. A variety of course structures and support group arrangements are described, and the important role of administrators in supporting teachers' efforts is discussed. The findings of a survey of teachers using the Project Approach are also summarized. Section 3 offers examples of Project Approach efforts that can be accessed on the World Wide Web. Section 4 consists of the summaries of 17 projects, and the Catalog's final section, "Resources for Implementing the Project Approach," includes ERIC Digests, a glossary, recommended book titles, an ERIC bibliography on the Project Approach, information on a Project Approach summer institute and the Projects-L electronic discussion list, and a list of contributors to the Catalog. (LPP)

ED 444 768   PS 028 895

Preece, Laurel, Ed.
ERIC/EECE Newsletter, 2000.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 14p.; Published twice yearly. For 1999 ERIC/EECE Newsletters, see ED 436 308.
LANGUAGE- English

Promoting Upward Mobility for the Working Poor.
SPONS. AGENCY- Economic Research Service (USDA), Washington, DC.; Farm Foundation, Chicago, IL.
PUB DATE- 00
NOTE- 7p.; Also sponsored by the TVA Rural Studies Program at the University of Kentucky, and 29 Southern land grant institutions.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Community Responsibility; *Community Services; Daily Living Skills; *Economically Disadvantaged; Educational Needs; *Information Dissemination; Job Training; *Outreach Programs; *Quality of Life; Rural Areas; *Rural Population; Vocational Education
IDENTIFIERS- Access to Services; Public Awareness; United States (South); *Working Poor

The working poor are typically defined by researchers as individuals who work at least part of the year and earn less than a given percentage of the federal poverty level. This definition tends to understate the problem. In 1997, 15.8 million employed parents had incomes below 200 percent of the federal poverty level. The federal Earned Income Tax Credit (EITC) can raise a full-time, minimum-wage earner's income above the poverty level, but one fifth of eligible families do not participate in EITC. Medicaid and many health insurance programs are available for the working poor and their families. Some families may even qualify for food stamps, housing assistance, child-care subsidies, and other programs. The working poor need information, assistance, skills to manage existing resources effectively, and training for a better job. Providing working poor individuals with information about available resources is an important first step. Educational efforts should focus on life skills to better balance the demands of work and family and technical or vocational training leading to a better job. Programs need to provide accurate information to employers about assistance and support available in their community for the working poor. Employers should be encouraged to provide health insurance, retirement plans, and education to help employees maximize the benefits to which they are entitled. Working poor issues are community issues. Communities must have an infrastructure in place that supports working parents and provides opportunities for advancement. (TD)

ED 444 786 RC 022 576

Dixon, Marion W.
Community Participation and Policy in Educational Reform Efforts: A Case Study of Knott County, Kentucky.
PUB DATE- 00
NOTE- 89p.; Bachelor of Arts Honors Thesis, University of Michigan.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Citizen Participation; Community Involvement; Economically Disadvantaged; *Educational Change; *Educational Policy; Elementary Secondary Education; Parent Participation; *Politics of Education; *Rural Areas; Rural Schools; School Community Relationship; School Districts; State Legislation; State School District Relationship
IDENTIFIERS- Appalachia; Barriers to Participation; *Kentucky Education Reform Act 1990; *Policy Implementation

EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Canada Natives; *Classroom Communication; Consciousness Raising; *Court Litigation; *Cultural Differences; Disabilities; Educational Practices; Eye Contact; *Females; Feminist Criticism; Foreign Countries; Immigrants; Intercultural Communication; *Minority Groups; *Power Structure; Racial Discrimination; Sex Discrimination; Sexual Abuse; Stereotypes; Story Telling
IDENTIFIERS- Canada; Critical Pedagogy; *Hegemony; Oppression

This book challenges the widely held view that relations between dominant and subordinate groups can be unmarked by histories of oppression, as many cultural diversity theorists, educators, and legal practitioners presume. In this view, problems of communication are mere technical glitches caused by cultural and other differences, and educators and legal practitioners need only learn various "cross-cultural" strategies to manage these differences. What makes the cultural differences approach so inadequate in the classroom is not that it is wrong, because people in reality do have culturally specific practices that must be taken into account, but that its emphasis on cultural diversity too often descends to a superficial reading of differences that makes power relations invisible and keeps dominant cultural norms in place. This book examines how relations of domination and subordination stubbornly regulate encounters in the classroom and courtroom and shape what can be known, thought, and said. Essays focus on intertwining systems of domination--capitalism, patriarchy, and White supremacy--as they affect the experiences of Canadian Aboriginal women, other Canadian minority groups, and women with developmental disabilities in college classrooms and in court cases involving sexual assault and immigration issues. (Contains references, a bibliography, and an index). (SV)

ED 444 804 RC 022 603

Cousins, Emily, Ed.; Mednick, Amy, Ed.
Service at the Heart of Learning: Teachers' Writings.
PUB DATE- 99
NOTE- 303p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Active Learning; *Educational Practices; Elementary Secondary Education; *Experiential Learning; *School Community Relationship; School Culture; *Service Learning; *Student Projects; Teaching Experience
IDENTIFIERS- Place Based Education

Expeditionary Learning Outward Bound (ELOB) is a framework for comprehensive school improvement that uses the philosophy and pedagogy of Outward Bound to make learning more hands-on, project-based, and adventurous. One of the 10 ELOB design principles is service and compassion. This book by teachers in ELOB schools contains accounts of students' service-based projects, many of them focused on the surrounding community and on how service deepened intellectual growth and provided a powerful motivation to learn. Following an introduction by Meg Campbell, teacher narratives include: "Seasons of Life: Biography as Service" (Deb Fordice); "'What Can We Do about It?' Busing Ends in Denver" (Sally Carey); "Tuskegee Airmen Touch Down in Dubuque" (John Adelmann); "'We Have No Heroes'" (Paola Ruocco); "Quilting Community" (Carol Duehr, Christina

Shifting from ActivityMania to Inquiry Science--What Do We
(Science Educators) Need To Do?
PUB DATE- 99
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Education; Higher Education; *Inquiry; *Preservice Teacher Education; Science Instruction; Science Teachers; Teacher Attitudes; *Teaching Methods

This study surveyed the degree of comfort expressed by prospective elementary teachers in using inquiry techniques when teaching science. Sixty-six students enrolled in three sections of the Elementary Science Methods course at a university in the northwest United States responded. The general perception expressed by these prospective elementary teachers was that they were unable to use techniques consistent with inquiry science as they were never involved in such processes as students. During their schooling as well as their studies at the university, prospective elementary teachers did not feel they encountered such teaching. This paper concentrates on what science educators can do to support the shift toward inquiry science in the elementary classroom. Inquiry is discussed as a central part of the methods courses. (Contains 11 references.) (ASK)

ED 444 826 SE 063 794

Shymansky, James A.; Yore, Larry D.; Hand, Brian M.
Empowering Families in Hands-On Science Programs.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 99
NOTE- 23p.; Paper presented at the International Conference of the Association for Educating Teachers in Science (Austin, TX, January 14-17, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Elementary School Science; Family Environment; Family Involvement; Grade 1; Grade 2; *Hands on Science; Inquiry; Mathematics; Parent Attitudes; Parent Influence; *Parent Role; *Parents as Teachers; Primary Education; Problem Solving; Science Education; *Scientific Literacy

This paper presents the results of the Science Parent, Activities, and Literature (Science PALs) project. This project aims to promote parent involvement in children's hands-on science education by using take-home, literature-based inquiry, problem solving, and design activities that connect school and home. Parents are the most effective source of positive or negative attitude influences toward science and mathematics. The lack of science in home environments depends largely upon parents' fear or lack of success in science. The Science PALs project uses parents as a key instructional factor and involves them in their children's education. Teachers help parents in this involvement and provide updated information for children's learning processes. (Contains 16 references.) (YDS)

ED 444 827 SE 063 800

Craven, John A., III
Mentoring Future Mentors: The Preparation of Science Teacher Educators.

Cultural Influences; Elementary Secondary Education; Foreign Countries; *Mathematics Curriculum; Mathematics Instruction; *Textbooks
IDENTIFIERS- England; France; Germany

After a thorough review of the relevant literature in terms of textbook analysis and mathematics teachers' use of textbooks in school contexts, this paper reports on selected and early findings from a study of mathematics textbooks and their use in English, French, and German mathematics classrooms at the lower secondary level. The research reviewed in the literature section raises important questions about textbooks as representations of the curriculum and about their role as a link between curriculum and pedagogy. Teachers, in turn, appear to exercise control over the curriculum as it is enacted by using texts in the service of their own perceptions of teaching and learning. The second and main part of the paper analyzes the ways in which textbooks vary and are used by teachers in classroom contexts and how this influences the culture of the mathematics classroom. The findings of the research demonstrate that classroom cultures are shaped by at least two factors: teachers' pedagogic principles in their immediate school and classroom context; and a system's educational and cultural traditions as they develop over time. It is argued that mathematics classroom cultures need to be understood in terms of a wider cultural and systemic context in order for shared understandings, principles, and meanings to be established, whether for promotion of classroom reform or simply for developing a better understanding of this vital component of the mathematics education process. (Contains 56 references.) (Author/YDS)

ED 444 849 SE 063 942

Mathematics, Science and Technology Curriculum Framework, Grades K-12. Revised Edition.
SPONS. AGENCY- Eisenhower Program for Mathematics and Science Education (ED), Washington, DC.
PUB DATE- 95
NOTE- 82p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Standards; *Competency Based Education; Elementary Secondary Education; *Mathematics Curriculum; Mathematics Education; *Science Curriculum; Science Education; State Curriculum Guides; *State Standards; Technology Education
IDENTIFIERS- District of Columbia

This curriculum framework document was developed to define what students must learn in specific subject areas to ensure their ultimate success. This document provides guidance in the disciplines of mathematics, science, and technology. The purpose of these materials is to set content strands and performance indicators for all students in the school system. Three major sections include content standards and technology connections, foundation skills and curriculum integration, and using this document to plan for instruction. The content strands for mathematics feature number sense and estimation; number systems; patterns, relationships, and functions; geometry and spatial sense; measurement; probability and statistics; and algebraic concepts and operations. The content strands for science are scientific inquiry, life science, Computation, Number Sense and General Mathematics Ability: Are They Linked?" (Alistair McIntosh and Shelley Dole); (8) "Designing Constructivist Computer Games for Teaching about Decimal Numbers" (Janine McIntosh, Kaye Stacey, Calvin Tromp, and Darren Lightfoot); (9) "Scaffolding: A Suitable Teaching Characteristic in One-to-One Teaching in Maths Recovery" (Bronwyn McMahon); (10) "Low Achieving Mathematics Students' Attitudinal and Achievement Changes as a Result of Using an Integrated Learning System" (Campbell McRobbie, Annette Baturo, and Tom Cooper); (11) "Teaching for Abstraction: Reconstructing Constructivism" (Michael Mitchelmore and Paul White); (12) "Graphical Representations of Statistical Associations by Upper Primary Students" (Jonathan Moritz); (13) "Reasoning and Expressing Probability in Students' Judgements of Coin Tossing" (Jonathan Moritz and Jane Watson); (14) "The Practicum as Context: Two Snapshots" (Judith Mousley and Georgina Herbert); and (15) "A Comparative Analysis of the 1996-1999 Calculus TEE Papers" (Ute Mueller and Patricia Forster). (ASK)

ED 444 874   SE 064 134

Posamentier, Alfred S.
Making Algebra Come Alive: Student Activities & Teacher Notes. Math Assessment Series.
PUB DATE- 00
NOTE- 169p.; For other books in series, see SE 064 135-136.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Algebra; Elementary Secondary Education; Equations (Mathematics); *Mathematics Activities; *Mathematics Instruction; Number Concepts; Probability; Problem Solving; Statistics

This book contains a set of versatile enrichment exercises that cover a very broad range of mathematical topics and applications in algebra from the Moebius strip to the googol. Several criteria have been used in developing the activities and selecting the topics that are included. All of them bear heavily and equally on concerns for curriculum goals and classroom management. Each activity is connected to the Principles and Standards for School Mathematics by the National Council of Teachers of Mathematics (NCTM). This link to the NCTM 2000 standards allows teachers to facilitate linking classroom activities to specific state and school district content standards. The activities are meant to be motivational first and foremost. As much as possible, the goal is to be attractive to people who thought they didn't like mathematics. To accomplish this, it is necessary for the activities to be quite different from what students encounter in their basal texts, different in both substance and form. Activities on number theory, equations, probability and statistics, problem solving, recreational mathematics, logic, and linear programming are included. (ASK)

ED 444 875   SE 064 135

Posamentier, Alfred S.
Making Pre-Algebra Come Alive: Student Activities & Teacher Notes. Math Assessment Series.
PUB DATE- 00
NOTE- 158p.; For other books in series, see SE 064 134-136.
LANGUAGE- English

Search of the Oregon Trail" can be found in the appendix. (BT)

ED 444 896 SO 031 254

McArthur, David; Law, Sally Ann
The Arts and Prosocial Impact Study: A Review of Current Programs and Literature.
SPONS. AGENCY- AT&T Foundation, New York, NY.; J. Paul Getty Trust, Santa Monica, CA.; California Wellness Foundation.
PUB DATE- 96
NOTE- 126p.; Sponsored by the City of Los Angeles (California) Cultural Affairs Department, Robinsons*May, and the California Community Foundation. For Phase II of the study, see SO 031 255; for Phase III, see SO 031 256.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Art Education; *At Risk Persons; Elementary Secondary Education; Evaluation Criteria; *Fine Arts; *Intervention; Literature Reviews; *Social Development; Social Science Research
IDENTIFIERS- Arts Participation; California (Los Angeles); Impact Studies; Program Review

Much informal evidence argues that the arts can contribute significantly to social well-being, enhance community and individual development, and in so doing help reduce crime and violence. The broad goal of this study was to provide evidence to corroborate the informal findings. The paper reports the results of Phase 1 of the project which examined all studies that claim a relationship between arts interventions and positive social outcomes for at-risk youth. Work in Phases 1 and 2 provided a foundation for the important tasks of Phase 3, a rigorous empirical examination of the social benefits of a carefully designed fine arts intervention program. The research plan comprised several steps: a review of current literature on arts interventions, compiled in a database; an examination of the theoretical literature for research that offered insights into why arts interventions succeed; and the development of a conceptual framework applied to the studies in the project database. The framework permitted searching for specific features in arts interventions which were expected to be strongly associated with positive outcomes. The paper explains that the framework was distilled into a coding scheme that could be applied to the studies in the database; coding was applied to over 200 arts/humanities programs for at-risk youth recently described in a comprehensive report. It finds that very few studies reported collecting evaluation data and recommends that arts programs take three approaches to improve evaluation: key demonstrations, evaluation add-ons, and sharing mechanisms. (Contains a figure, 11 tables, and 138 references. Appended is a bibliographic database of arts related literature.) (BT)

ED 444 897 SO 031 255

Stone, Ann; McArthur, David; Law, Sally Ann; Moini, Joy
The Arts and Prosocial Impact Study: An Examination of Best Practices.
SPONS. AGENCY- California Arts Council, Sacramento.
PUB DATE- 97
NOTE- 76p.; Sponsored by for the City of Los Angeles (California) Cultural Affairs Department. For Phase I of the study, see SO 031 254; for Phase III, see SO 031 256.
LANGUAGE- English

about the nation's people and economy. The Census 2000 teaching guide aims to help teachers bring the census to life for students. The guide outlines skills that correlate with national standards; fulfills curriculum requirements; demonstrates the importance and the many benefits of the census; and shows how to navigate the U.S. Census Bureau Web site. A model census helps students learn how to evaluate population needs and services; compare census data across communities; and work with statistical models. The guide is divided into the following sections: Map Literacy (Geography/Math/History); Lesson 1 (K-4): These are Our Islands/Mapping Districts (Reading Map Keys/Comparing Mathematical Values); Lesson 2 (5-12): Our Changing Islands (Analyzing Historical Maps); Community Involvement (Civics and Government/Math/Geography/Art/Language Arts); Lesson 3 (K-4): Where You Belong/Group Needs (Recognizing Relationships); Lesson 4 (5-8): Making Plans (Real-Life Problem Solving/Analyzing Data); Lesson 5 (9-12): Future Focus (Thinking Creatively); Managing Data (Math/Civics and Government/Geography); Lesson 6 (K-5): Getting There (Using Charts and Graphs/Computing Whole Numbers); Lesson 7 (6-12): What's Behind the Form? (Collecting, Organizing, and Analyzing Data); and Additional Resources. (BT)

ED 444 916   SO 031 869

Herman, Miriam L.
The Art of Learning: A Guide to Outstanding North Carolina Arts in Education Programs.
PUB DATE- 98
NOTE- 77p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Creative Expression; *Curriculum Enrichment; *Demonstration Programs; Elementary Secondary Education; *Fine Arts; Higher Education; Interdisciplinary Approach; *Partnerships in Education; Program Descriptions
IDENTIFIERS- Arts in Education Project; *North Carolina

The Arts in Education programs delineated in this guide complement the rigorous arts curriculum taught by arts specialists in North Carolina schools and enable students to experience the joy of the creative process while reinforcing learning in other curricula: language arts, mathematics, social studies, science, and physical education. Programs include: Everyone Is Learning (MUSE Program, Arts Council of Fayetteville/Cumberland County); Reading and Writing between the Lines (Literacy through Art, Asheville Art Museum); I Know It Will Happen (Literacy through Photography, Center for Documentary Studies); We Are Our Stories (Charlotte Young Playwrights' Festival; Children's Theatre of Charlotte); A Bridge from the Past to the Future (History in the Making, Durham Magnet Center); Constructing a Dream (Head Start Village, Hiddenite Center); Writing--from Physics to Physical Education (Writing across the Curriculum, Mars Hill College); Fifth Grade Archeologists (Deciphering and Investigating Great Societies, Mint Museum of Art); I Have a Future No One Can Take Away from Me (Earth Quilt, North Carolina School for the Deaf); Standing (and Dancing) Room Only (Let the Cultures Speak, Public Schools of Robeson County); Celebrating the Value of Joy (Rural Outreach Arts Program, Sawtooth Center for Visual Art);

NOTE- 191p.; Foreword by David Perkins.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Art Education; Classroom Environment; Cognitive Mapping; Concept Mapping; Elementary Secondary Education; Higher Education; Inquiry; Integrated Curriculum; Learning Processes; Lesson Plans; Linguistics; Mathematics Education; *Multiple Intelligences; Planning; Questioning Techniques; Reading Comprehension; Reading Instruction; Second Language Instruction; Teaching Methods; *Thinking Skills
IDENTIFIERS- Character Education

This book is the second in a four-book series on habits of mind. It translates a habits of mind approach to education into action using classroom-tested advice. Contributions come from practitioners in literature, math, music, foreign language, reading, character education, and social science. After "Series Foreword: Thinking on the Road of Life" (David Perkins) and "Preface to the Series" (Arthur L. Costa and Bena Kallick), there are 14 papers: (1) "Creating 'Thoughtful' Classroom Environments" (Arthur L. Costa and Bena Kallick); (2) "Toward a Mindful Language of Learning" (Arthur L. Costa and Bena Kallick); (3) "Using Questions To Challenge Students' Intellect" (Arthur L. Costa and Bena Kallick); (4) "Thinking Maps: Visual Tools for Activating Habits of Mind" (David Hyerle); (5) "Infusing Habits of Mind into Units, Lessons, and Learning Tasks" (Arthur L. Costa and Bena Kallick); (6) "Teaching the Habits of Mind Directly" (Arthur L. Costa and Bena Kallick); (7) Using Habits of Mind To Look 'Inside the Text'" (Kathleen C. Reilly); (8) "An Integrated Approach to Teaching the Habits of Mind" (Nancy Skerritt and Emilie Hard); (9) "Discovering Habits of Mind in Mathematics" (Carol T. Lloyd); (10) "An Artistic Application of Habits of Mind" (Nadine McDermott); (11) "Foreign Language Instruction and the 'Sense-sational' Habits of Mind" (Gina Celeste Costa); (12) "Enhancing Reading Comprehension Instruction through Habits of Mind" (Thommie DePinto Piercy); (13) "Habits of Mind as Character Education" (Curtis Schnorr); and (14) "Getting Started" (Arthur L. Costa, Bena Kallick, and Lisa Davis). (Most papers contain references.) (SM)

ED 444 936   SP 039 387

Dinkelman, Todd
Self-Study in Teacher Education: A Means and Ends Tool for Promoting Reflective Teaching.
PUB DATE- 99
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 24-28, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; Higher Education; *Independent Study; Inquiry; Modeling (Psychology); Preservice Teacher Education; Program Development; *Reflective Teaching; Student Teachers; Teaching Methods
IDENTIFIERS- Knowledge Development

This paper presents an argument for self-study of teacher education practices as a means-and-ends tool for promoting reflective teaching. The assertion is that self-study serves a dual purpose: as a means to promote reflective teaching and as

Milojevic); (16) "Homo Tantricus: Tantra as an Episteme for Future Generations" (Marcus Bussey); (17) "Universities Evolving: Advanced Learning Networks and Experience Camps" (Patricia Nicholson); (18) "Consciousness-Based Education: A Future of Higher Education in the New Millennium" (James Grant); (19) "Corporate Networks or Bliss for All: The Politics of the Futures of the University" (Sohail Inayatullah); (20) "Unveiling the Human Face of University Futures" (Jennifer Gidley). A bibliography is appended. (All papers contain notes.) (SM)

ED 444 443 HE 033 203

Woodruff, Jennifer E.
Voices of Change: Women's Experiences at Lake Forest College, 1955-1975.
PUB DATE- 00
NOTE- 127p.; Senior Thesis, Lake Forest College.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Historical Materials (060),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Athletics; Civil Rights; College Faculty; College Students; *Equal Education; *Females; Higher Education; *Sex Discrimination; *Social Change; Student Rights; *Womens Education
IDENTIFIERS- *Lake Forest College IL

This study examines the experiences of women at Lake Forest College, Illinois, from 1955-75 through questionnaires sent to women alumni and present and past faculty and staff requesting information on demographics, academic/extracurricular activities, campus life, social and political change, career expectations, and attitudes. Chapter 1 sketches the general history of Lake Forest College. Chapter 2 describes the years from 1955-65, a generally very conservative period with rules governing many aspects of women's lives. Things began to change at the end of this period, as the campus reacted to the Cuban Missile Crisis, President Kennedy's assassination, the gathering momentum of the civil rights movement, enrollment of liberal students from the East, and the Vietnam War. Chapter 3 examines the years between 1965-75, a key period during which the campus experienced drastic changes sparked by national movements. The civil rights movement expanded, the Vietnam War escalated, the peace movement began, and the women's movement emerged. Women struggled to change their lives, abolishing dress codes and dorm rules, fighting for education about and the right to have birth control and abortions, and pushing for equality in athletics. Appended are a list of questionnaire respondents and the survey instrument. (Contains 218 references.) (SM)

ED 444 444 HE 033 204

Harris, Sandra McMeans
Pursuing Higher Education: Are There Gender Differences in the Factors That Influence Individuals To Pursue Higher Education?
PUB DATE- 99
NOTE- 36p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (28th, Point Clear, AL, November 17-19, 1999).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference

difficulties faced by those who have been trying to find consistent ways of assessing the benefits of formal education since the 1960s. The objective was to determine if the problems in assessing investments in the area of education were the same or similar to those in the IT area. If that were the case, there would be room for future studies to determine if "education economics" could contribute to the development of better evaluation tools for investments in IT. The first section discusses coincidences and similarities between the benefits from IT and the benefits from formal education, including: IT and formal education are power decentralization and opportunity democratization factors; IT and education allow/happen in less hierarchical environments; and IT and education are important flexibility factors. Difficulties involving the investment in IT and formal education are addressed in the second section, including: depending on the industry, the impact of the investment may vary greatly; and difficulty in isolating the benefits directly related to the investment in education or in IT from those caused by other factors. (MES)

ED 444 464   IR 020 119

Seemann, Eric A.; Buboltz, Walter C., Jr.; Wilkinson, Lamar
Then and Now: Technology and the Changing Face of Higher Education.
PUB DATE- 00
NOTE- 7p.; In: Society for Information Technology & Teacher Education International Conference: Proceedings of SITE 2000 (11th, San Diego, California, February 8-12, 2000). Volumes 1-3; see IR 020 112.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Education; Comparative Analysis; Computer Uses in Education; *Distance Education; *Educational Change; *Educational Technology; Higher Education; *Information Technology; Internet; Student Characteristics; Teacher Surveys
IDENTIFIERS- *Technological Change

This project examines the impact of technology on the process of higher education and the impact of these advances on both students and faculty. Student demographics and academic achievement from 30 years ago are compared to those of modern students as reported by veteran and new faculty members. The impact of technology on the modern student is discussed, as are technology-relevant changes in the university experience for students and faculty. The changes in the accessibility of college classes by nontraditional students due to multimedia and Internet technology is also discussed with respect to the changing nature of distance education, including emergence of teleconference courses, Internet-based classes, and other alternatives to the traditional correspondence course. (Author/MSE)

ED 444 465   IR 020 120

Moore, Barbara
Higher Level Thinking Skills and Individual Differences: Bridging Gaps with Technology.
PUB DATE- 00
NOTE- 7p.; In: Society for Information Technology & Teacher Education International Conference: Proceedings of SITE 2000

Introducing ODL in Teacher Education--An On-Line Course on How To Create On-Line Learning Environments.
PUB DATE- 00
NOTE- 6p.; In: Society for Information Technology & Teacher Education International Conference: Proceedings of SITE 2000 (11th, San Diego, California, February 8-12, 2000). Volumes 1-3; see IR 020 112.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Uses in Education; *Distance Education; *Educational Technology; Educational Theories; Foreign Countries; *Information Technology; Instructional Design; Internet; Material Development; *Open Education; Postsecondary Education; Teacher Education; Teaching Methods; Telecommunications
IDENTIFIERS- Learning Environments; Norway

This paper describes the online course, Pedagogy in Open Learning, offered by NITOL (Norwaynet with Information Technology for Open Learning). Target groups are teachers, developers, and providers of ODL (Open and Distance Learning). The main goal is to prepare a basis for development and applications of ODL material that uses ICT (Information and Communication Technology) as a medium to supplement and/or offer an alternative to traditional ways of learning. Topics covered in the course include: (1) introduction to ODL and to the technical basis for ICT-based ODL; (2) theories of learning (e.g., cognitivism, constructivism, situated learning) related to ODL; (3) structures of learning material, hyperstructures, different modes and media; (4) creation of a World Wide Web-based learning environment; (5) system dynamics and simulations as learning tools; and (6) design and development of learning environments, net-based support, discussions, etc. The paper also covers technical and organizational aspects, pedagogical and methodological approaches, and visions. (MES)

ED 444 486 IR 020 141

Naude, E. J.
A New Program for the Inservice Training of Computer Studies Teachers through Distance Education.
PUB DATE- 00
NOTE- 7p.; In: Society for Information Technology & Teacher Education International Conference: Proceedings of SITE 2000 (11th, San Diego, California, February 8-12, 2000). Volumes 1-3; see IR 020 112.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Literacy; *Computer Science Education; Curriculum Development; *Distance Education; Foreign Countries; Higher Education; Instructional Innovation; Program Development; Science Teachers; *Teacher Education
IDENTIFIERS- University of South Africa

This paper discusses some of the reasons for the shortage of qualified computer studies teachers in South Africa, as well as problems with current training programs. It then focuses on a new innovative learning program, leading to a degree in science education, being developed at the University of South Africa

PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Animation; *Audiovisual Aids; *Computer Software; Computer Uses in Education; *Material Development
IDENTIFIERS- *Computer Animation

This paper provides a short review of the following basic approaches for generating animations so that teachers can determine the way best suited for them and be better prepared to select a tool addressing their needs: (1) using classical presentation tools such as PowerPoint; (2) visual editing using drag and drop or selection of options; (3) direct animation of source code; (4) using function calls implemented in a function library; and (5) animations generated by a scripting language or text commands. For each basic approach, several sample tools are cited. All selected tools are available for free use or download. (MES)

ED 444 506 IR 020 162

Staupe, Arvid; Hernes, Margrethe Steen
How To Create a Learning Environment on the Internet, Based on Constructivism and Sociocultural Approaches?
PUB DATE- 00
NOTE- 8p.; In: Society for Information Technology & Teacher Education International Conference: Proceedings of SITE 2000 (11th, San Diego, California, February 8-12, 2000). Volumes 1-3; see IR 020 112.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Constructivism (Learning); *Instructional Design; *Internet; Learning Theories; Socioeconomic Influences; Telecommunications
IDENTIFIERS- *Learning Environments; Situated Learning

This paper discusses designing learning environments based on the Internet, as seen from a constructivist/situated learning point of view. First, some of the main principles of learning theory are examined. The structuring of virtual learning environments and integrated use of services on the Internet within the following five areas are addressed: (1) presentation/lecture area, including text files, World Wide Web sites, overheads, video, and animation; (2) knowledge area, including help service, FAQs (frequently asked questions); (3) communication area, including computer networks, e-mail, and groupware; (4) working area, including software tools, groupware, and workbook; and (5) private area, including private files, workbook, and personal work/study plan. Tools for developing entirely net-based learning environments, where the resources in the network work together to support the learning process, are presented. A closer look at some models for integrating network-based learning environments and learning organizations/social context are described. The authors' work on a network-based concept that includes administrative tasks is noted briefly. (MES)

ED 444 507 IR 020 163

Summerville, Jennifer B.
Taking ID On-Line: Developing an On-Line Instructional Design Course.
PUB DATE- 00

Kopsacheilis, Evangelos V.
Development of Two Multimedia Corpora for Adaptive Web-Based Distance Learning.
PUB DATE- 00
NOTE- 6p.; In: Society for Information Technology & Teacher Education International Conference: Proceedings of SITE 2000 (11th, San Diego, California, February 8-12, 2000). Volumes 1-3; see IR 020 112.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Uses in Education; *Courseware; *Distance Education; *Material Development; Multimedia Instruction; *Multimedia Materials; *World Wide Web

This paper presents two cases of the use of a World Wide Web-based system designed to support online educational procedures. The system presented, called DVT (Dynamic Virtual Trainer), consists of one or more server machines that store structured educational material in the form of autonomous units that may be accessed, combined, and presented to the user according to user-defined criteria or choices. In order to demonstrate the system, two educational packages (multimedia corpora) were developed. The first package includes educational material on telecommunications technologies. The second package includes educational material on Mount Athos. (MES)

ED 444 528 IR 020 184

McNeil, Sara G.; Robin, Bernard R.
Using Web Database Tools To Facilitate the Construction of Knowledge in Online Courses.
PUB DATE- 00
NOTE- 8p.; In: Society for Information Technology & Teacher Education International Conference: Proceedings of SITE 2000 (11th, San Diego, California, February 8-12, 2000). Volumes 1-3; see IR 020 112. Figures contain very small and illegible type.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Uses in Education; *Constructivism (Learning); Cooperative Learning; *Databases; Distance Education; Educational Technology; Higher Education; Teacher Education; *World Wide Web
IDENTIFIERS- *Knowledge Development; *Online Courses

This paper presents an overview of database tools that dynamically generate World Wide Web materials and focuses on the use of these tools to support research activities, as well as teaching and learning. Database applications have been used in classrooms to support learning activities for over a decade, but, although business and e-commerce have quickly embraced dynamic Web-based databases, their potential in educational environments is just beginning to be explored. The paper builds a theoretical framework for using Web-based databases to support constructivist learning and describes several applications of dynamic databases used to facilitate the construction of knowledge and support collaborative activities in online teacher education courses. Specific topics addressed include: trends in Web-based instruction and online courses;

opportunities are described. (Contains 22 references.)
(Author/MES)

ED 444 548   IR 020 204

Molebash, Philip; Milman, Natalie
Technology in Teaching: Just How Confident Are Preservice Teachers?
PUB DATE- 00
NOTE- 8p.; In: Society for Information Technology & Teacher Education International Conference: Proceedings of SITE 2000 (11th, San Diego, California, February 8-12, 2000). Volumes 1-3; see IR 020 112.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Attitudes; *Computer Uses in Education; *Educational Technology; Higher Education; *Instructional Effectiveness; Preservice Teacher Education; *Preservice Teachers; Pretests Posttests; Student Surveys; Tables (Data); Teacher Attitudes
IDENTIFIERS- *Confidence; *Technology Utilization; University of Virginia

This paper examines the effectiveness of increasing the confidence of preservice teachers in using technology for personal and instructional purposes as a result of participating in an introductory educational technology course offered at the University of Virginia's Curry School of Education. Course participants attended sections designed for specific content areas--elementary, secondary humanities, and secondary math/science. Pre- and post-survey instruments were given to course participants, measuring personal confidence (22 items) and instructional confidence (21 items) using technology. A modified version of an instrument developed by Dawson (1998) was used to gather data. Factor analyses were performed to group items into like factors, followed by repeated measure analysis of variance to test for significant differences. Results indicate that students' confidence levels significantly increased, across all factors, as a result of taking the course. Difference in content areas was found only for one factor of personal confidence, i.e., using spreadsheets and databases. (Contains 23 references.) (Author/MES)

ED 444 549   IR 020 205

Murphy, Colette
Effective Use of ICT by Student Teachers--Is It Improving?
PUB DATE- 00
NOTE- 7p.; In: Society for Information Technology & Teacher Education International Conference: Proceedings of SITE 2000 (11th, San Diego, California, February 8-12, 2000). Volumes 1-3; see IR 020 112. Some figures may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Age Differences; Comparative Analysis; *Competence; Computer Uses in Education; Educational Policy; Educational Technology; Foreign Countries; Higher Education; *Information Technology; Preservice Teacher Education; *Sex Differences; Student Surveys; Student Teachers; Tables (Data); *Teacher Attitudes; Telecommunications
IDENTIFIERS- Access to Computers; *Confidence; *Technology

grant program in collaboration with the UNLV's Teaching and Learning Center to support the development of technology-based modules for teacher education courses; and (4) expanded opportunities for students to apply technology in their courses and field experiences. Overall, Project THREAD seeks to implement a systematic planning model and move from "pockets" of technology integration toward widespread infusion throughout UNLV's teacher preparation program. (Contains 10 references.) (Author/MES)

ED 444 569 IR 020 225

Pan, Alex C.
Effective Means of Integrating Technology into the School of Education.
PUB DATE- 00
NOTE- 8p.; In: Society for Information Technology & Teacher Education International Conference: Proceedings of SITE 2000 (11th, San Diego, California, February 8-12, 2000). Volumes 1-3; see IR 020 112.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Uses in Education; *Curriculum Development; *Educational Change; *Educational Planning; *Educational Technology; Higher Education; Teacher Education
IDENTIFIERS- College of New Jersey; *Technology Integration; *Technology Plans; Technology Utilization; Vision Statements

This paper discusses various issues that challenge technology restructuring efforts and presents a working plan to minimize resistance and maximize faculty performance and student accomplishment at the School of Education of the College of New Jersey. The first section discusses obstacles to infusing technology in teacher education programs and summarizes the process of developing the plan to restructure teacher education programs with computer technology integration. The second section summarizes the current reality of technology needs of teacher educators, inservice and preservice teachers' technological skills, and technology implementation in student teaching is summarized. The third section presents vision statements for the restructuring effort. The following four initiatives of the working plan are described in the fourth section: restructuring computer courses; producing student leaders/educational computer experts; extending computer technology into lifelong teaching and learning; and computing for a global community. Expected outcomes of the initiatives are listed in the fifth section. The sixth section addresses two related issues: designing computer courses to help students accomplish more and focusing more on students rather than faculty. (Contains 10 references.) (MES)

ED 444 570 IR 020 226

Isaak, Troy; Ward, John
Living with Technology Diffusion Confusion.
PUB DATE- 00
NOTE- 7p.; In: Society for Information Technology & Teacher Education International Conference: Proceedings of SITE 2000 (11th, San Diego, California, February 8-12, 2000). Volumes 1-3; see IR 020 112.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

What Tomorrow May Bring: Trends in Technology and Education.
PUB DATE- 00
NOTE- 8p.; In: Society for Information Technology & Teacher Education International Conference: Proceedings of SITE 2000 (11th, San Diego, California, February 8-12, 2000). Volumes 1-3; see IR 020 112.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Uses in Education; Economic Factors; Educational Change; *Educational Technology; *Educational Trends; Elementary Secondary Education; Futures (of Society); Higher Education; *Information Technology; Internet; *Role of Education; Telecommunications; Trend Analysis
IDENTIFIERS- *Technological Change

This paper analyzes trends in technology and how they relate to education and then extrapolates these trends in order to predict the future of technology and education. The paper examines how the trends of Moore's Law, the graphical user interface, telecommunications/networks and Metcalfe's Law, the Internet and the World Wide Web, technology fusion, and a changing world economy are redefining the way today's students need to be taught. (Contains 16 references.) (Author/MES)

ED 444 591 IR 020 247

Toma, Tony
Cognition and Courseware Design by Teachers: The Concept of Multimediatizing.
PUB DATE- 00
NOTE- 7p.; In: Society for Information Technology & Teacher Education International Conference: Proceedings of SITE 2000 (11th, San Diego, California, February 8-12, 2000). Volumes 1-3; see IR 020 112.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Processes; *Computer Assisted Instruction; *Computer Software Development; *Courseware; Foreign Countries; Higher Education; *Instructional Design; Multimedia Instruction; *Multimedia Materials; *Second Language Instruction
IDENTIFIERS- *Computer Assisted Language Instruction; France

This paper demonstrates that the axis between cognition and multimedia language teaching is very short by introducing three fundamental concepts: (1) mediatizing, i.e., the direct use of any medium as a way of expressing oneself; (2) multimediatizing, i.e., the choice of a multimedia support to express a didactized informational content; and (3) re-multimediatizing, i.e., follow-up of learners' activity and appropriate modification of courseware. The LAVAC (Laboratoire Audio-Visuel Actif-Comparatif Audio-Visual Active-Comparative Laboratory) system, courseware developed in France, which includes a student interface and teacher software for distance and real-time tutoring in a computerized laboratory, is described. (Contains 11 references.) (MES)

ED 444 592 IR 020 248

Tucker, Gary R.; Batchelder, Ann
The Integration of Technology into a Constructivist Curriculum:

contains tables that display statewide occupational trends as published by the Colorado Department of Labor and Employment. Statewide annual growth and openings are expected to be the greatest in service occupations, especially those requiring short-term on-the-job training. A large number of vacancies is also expected for occupations relating to general office support positions. Computer related occupations are also predicted to have large vacancies. Childcare workers and elementary school teacher vacancies are also expected to be high. The majority of the top 25 industries in Adams County are trade or service related. Many of the top 25 industries in Boulder County are also related to trade and service. The Denver workforce is employed in a very diverse service industry. In addition to transportation, retail and lodging/food services, Denver's economy is also supported by biotechnology and other high technology industries. The service and mining industries are well-represented in Jefferson County's economy. Larimer County has a economy that emphasizes service and manufacturing. The top industry in Weld County is manufacturing. (VWC)

ED 444 611   JC 000 533

Martinez, Katherine, Ed.
FACCCTS: The Journal of the Faculty Association of California Community Colleges, 1995-1996.
PUB DATE- 96
NOTE- 138p.; Published four times a year.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *College Faculty; *Community Colleges; *Educational Legislation; Educational Planning; Futures (of Society); Student Characteristics; *Teacher Attitudes; *Tenure; Two Year Colleges
IDENTIFIERS- *California Community Colleges

This document contains the four issues of FACCCTS, the Journal of the Faculty Association of the California Community Colleges, published during the 1995-96 academic year. In the September 1995 issue, faculty members explore sensitive faculty issues: Is tenure's time up? When will part-time faculty finally receive the respect they deserve? Should the 175-day academic calendar be killed? In the November/December 1995 issue, faculty members, fundamentalists, state government, and Assembly member John Vasconcellos voice their vision for the community colleges' future. The February 1996 issue explores "Tidal Wave II," a term coined by the authors of a report from the California Higher Education Policy center for referring to the new students who will flood higher education in the next decade. FACCTS looks at who they are, their attitudes, the job market they are entering, and their vision of the future, in their own words. The May 1996 issue includes stories of some of the keynote speakers and recipients of the 1996 FACCC Awards at the 1996 FACCC Conference. A few statistics about faculty members at the state's community colleges are followed by a wide range of faculty issues. Each issue of the Journal also contains various features such as letters to the Editor, Legislative Report, FACCCTS Survey, and Book Review. (JA)

ED 444 612   JC 000 537

Dowdy, June P., Ed.
Renaissance Administrator, Spring 1998.
PUB DATE- 98

registered for in their first semester, faculty in which students intended to major, degree goal or credential students pursued, program(s) students pursued, age upon admission to SFU, and gender. Section B presents academic performance indicators for transfer students by: grade point average (GPA) upon admission through to graduation, grade performance in selected courses at SFU compared to direct entry students, and degree completion rate. In Section C, trends in GPA performance, from admission through to graduation, distribution of programs from which they graduated, distribution of credentials awarded, and average number of semesters required to graduate are examined for those transfer students who have graduated. Section D explores a group of students who had some college experience, but were admitted to SFU as "non-BC College Transfers." This section shows distributions by: college from which students had some transfer credits, year and basis of admission, admission GPA by basis of admission, age upon admission to SFU, and gender. (Contains an appendix of DAT file structures.) (VWC)

ED 444 632   JC 000 584

Conklin, Karen A.
Follow-Up of JCCC Career Program Completers: Class of 1998-99.
PUB DATE- 00
NOTE- 76p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Career Guidance; Community Colleges; Followup Studies; Graduate Surveys; *Outcomes of Education; *Program Effectiveness; Program Evaluation; Tables (Data); Two Year Colleges; *Vocational Followup
IDENTIFIERS- *Johnson County Community College KS

This document summarizes fall 1999 major findings of Johnson County Community College's (JCCC's) career program effectiveness in the following categories: utilization of community college preparation, community college experiences, satisfaction with JCCC, current educational endeavors and future educational plans, and employer perceptions. A total of 486 career program completers responded to this survey. Fully 82% of respondents were employed in a job related to their community college career program. The average annual salary reported by respondents employed full-time in a related job has continued to increase incrementally over time. The majority of respondents working in a related job had not been employed in their current job prior to attending JCCC (72%), were working in their first full-time job in their chosen career field (58%), and had been employed in their current job for one year or less (58%). Most respondents who were employed full-time in a related job were happy with their work. Three out of four respondents reported improvement in their self-confidence and decision-making skills. The overwhelming majority of respondents were satisfied with JCCC. Over 90% of respondents expressed satisfaction with the course content and the college's facilities and equipment. The vast majority of employers were satisfied with the preparation of the career-program completer in their employ. Appendices include surveys and cover letters used in the study. (VWC)

ED 444 633   JC 000 585

IDENTIFIERS- *Northern Virginia Community College
The report presents the findings of the PC and Internet Survey, administered to Northern Virginia Community College (NVCC) students in spring 1999. The survey examined NVCC students' access and use of personal computers, e-mail, and the Internet, both at home and at work. The report presents the findings by the gender and race of the respondents. The survey found that a larger percentage of white respondents (89%) had computer access than black respondents (79%). However, the differences among different racial groups at NVCC were not as marked as those observed in some national studies. Male respondents were more likely to have access to a home computer. Additionally, male respondents used a home computer more frequently and for more hours during the week than female respondents did. However, female respondents who had computer access at home were more likely to have e-mail access than were male respondents. Black respondents had the largest percentage of access to a computer at work (69%). Of students with computers at home, Hispanic males had the largest percentage of Internet access (100%), followed by Asian female respondents (91%). Black male respondents had the lowest Internet access (73%). (Contains 31 tables.) (JA)

ED 444 652 JC 000 606

Evaluation of Financial Aid Services at NVCC. Research Report.
PUB DATE- 00
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Ancillary School Services; Community Colleges; Financial Aid Applicants; *Need Analysis (Student Financial Aid); *Paying for College; *Student Financial Aid; Student Financial Aid Officers; Student Personnel Services; Two Year Colleges
IDENTIFIERS- *Northern Virginia Community College
The report presents the findings of the Financial Aid Services Survey at Northern Virginia Community College (NVCC). The survey sought to determine student satisfaction with financial aid services at both the College Financial Aid Office and the campus Financial Aid Information Services. More than 1,700 students who had been in contact with financial aid services at NVCC between fall 1998 and summer 1999 responded to the survey. Findings from the survey indicate that the most frequently mentioned source of aid was a grant (67%). Over 30% of the respondents indicated they received information about financial aid from College publications, and 30% indicated they received their information from College staff. The most common reasons for the students to call financial aid services were to check on the status of their aid request (63%) or to check on the application procedure (57%). Fifty-three percent of the respondents had visited the College Financial Aid Office at least once. Students rated their overall experience with financial aid services at NVCC as either good (47%) or excellent (35%). Of the 813 students who reported dissatisfaction with the financial aid service, the greatest proportion (27%) was dissatisfied with the financial aid application process. (JA)

ED 444 653 JC 000 607

Institutional Self-Study Follow-Up Survey, Spring 2000.

education, and transfer preparation. The Core Indicators of Institutional Effectiveness are key measurable outcomes that are used to assess how well the college is accomplishing the Enduring Purposes. Some of the Core Indicators are as follows: student goal attainment, persistence, degree completion rates, placement rate in the workforce, employer assessment of students, number and rate of transfers, performance after transfer, success of developmental students, and community satisfaction and programs/services and responsiveness to assessed needs. (JA)

ED 444 672   JC 000 627

College of DuPage Student Portrait, Fall Quarter 1999.
PUB DATE- 99
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Programs; Community Colleges; *Enrollment; *Enrollment Trends; Majors (Students); *School Demography; *Student Characteristics; *Student Educational Objectives; Tables (Data); Two Year Colleges
IDENTIFIERS- *College of DuPage IL

The report profiles the College of DuPage's (COD) fall quarter 1999 student body. It presents a brief history of the college's enrollment and a comparison of enrollments with other Illinois community colleges. It also provides demographic information on current students. Additionally, enrollment information is included by program, division, and class meeting time. From 1985 to 1991, COD's total enrollment grew to a record breaking 36,322 students. For the last eight years, enrollments have leveled off and declined to 34,873 students. The majority of COD students are part-time--5,149 (74%). The proportion of full-time students to part-time students has remained virtually the same since 1990. Twenty-six percent of the students are in the traditional community college student age category of 18-20 years of age, 40% are 21-39 years of age, and 29% are 40 years of age or older. The proportion of minority students at the college continues to increase and stands at 22%. The top five occupational programs by declared major are as follows: (1) Computer Information Systems; (2) Nursing ADN; (3) Graphic Arts; (4) Accounting; and (5) Manufacturing Technology. Over 7,600 (23%) students have already earned an associate's degree or higher. (JA)

ED 444 673   JC 000 630

Gelin, Frank
Transfer Rates: How To Measure and for What Purpose? A Discussion Paper.
PUB DATE- 99
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- College Transfer Students; *Data Collection; Educational Practices; Foreign Countries; Higher Education; *School Effectiveness; *Transfer Rates (College)
IDENTIFIERS- *British Columbia

This report presents a brief overview of the most common approaches to the calculation of transfer rates and discusses the nation's youth, greater proportions of the National Scholars gave their schools grades of "A" or "B," reported a safe school environment, identified various courses as important for their future success, and reported that they try to take the most challenging courses. A greater proportion of scholars also believed the amount of work they do is very important to later success, believed that their hard work will be related to future opportunities, identified homework as a priority, received mostly A's on their last report card, participated in activities outside of school, identified "teacher" as a top career choice, and planned to continue their education. The report includes 29 data tables. (KB)

ED 444 692 PS 028 761

McLearn, Kathryn T.; Hughart, Nancy; Minkovitz, Cynthia; Strobino, Donna; Scharfstein, Daniel; Genevro, Janice; Benedict, Mary; Guyer, Bernard
The Healthy Steps for Young Children Program and Effects of the Healthy Steps for Young Children Program at 2-4 Months.
PUB DATE- 00
NOTE- 7p.; Papers presented at the Head Start National Research Conference (5th, Washington, DC, June 28-July 1, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Development; *Child Development Specialists; Child Health; *Family Programs; Medical Services; Parent Education; *Pediatrics; Primary Health Care; *Program Descriptions; *Program Effectiveness; Program Evaluation
IDENTIFIERS- Family Resource and Support Programs; *Healthy Steps for Young Children Program; Program Characteristics

The Healthy Steps for Young Children program is a national initiative developed by pediatricians from Boston University in collaboration with professionals from the Commonwealth Fund. This program for families with young children (birth to 3 years of age) provides developmentally--oriented services within pediatric primary care through addition of a Healthy Steps Specialist to pediatric teams--a nurse, child development expert, or social worker who has special training in child development and who becomes the families' primary resource. The first of these two papers describes the rationale behind the Healthy Steps program and its major features. The second paper provides an overview of an evaluation and reports early program findings when infants were 2 to 4 months old. Findings indicate positive changes in parents' knowledge, beliefs, and practices, and improved child outcomes for intervention parents, compared to control group parents. (EV)

ED 444 693 PS 028 762

Ten Tips for Parents To Help Their Children Avoid Teen Pregnancy and Talking Back: Ten Things Teens Want Parents To Know about Teen Pregnancy. Plus: A List of Resources for Parents.
PUB DATE- 99
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

report presents case studies of 12 families, all EHS participants, who agreed to be followed throughout their participation in the program so that their stories could be updated as they unfolded from one year to the next. The case study families were interviewed in August of 1997, 1998, and 1999. Four of the families had participated in the first two interviews but had withdrawn prior to the third interview. Additional information was obtained through conversations with family support specialists in May 2000. Common themes in the families' stories regarding EHS's role include: (1) assistance from caring staff; (2) reassurance from home visits and child development; (3) help in becoming good parents; (4) help with personal goals; (5) help with daily life; and (6) socialization opportunities for children and parents. During the study, most families made progress to widely differing degrees. Although somewhat apprehensive about life without the safety net of EHS, all eight families seemed much more confident than earlier, had some knowledge and understanding of their children and themselves, and had articulated and taken some steps toward achieving personal and family goals. (KB)

ED 444 712 PS 028 791

Emig, Carol, Ed.
School Readiness: Helping Communities Get Children Ready for School and Schools Ready for Children. Child Trends Research Brief.
SPONS. AGENCY- John D. and Catherine T. MacArthur Foundation, Chicago, IL.; David and Lucile Packard Foundation, Los Altos, CA.; John S. and James L. Knight Foundation, Miami, FL.
PUB DATE- 00
NOTE- 10p.; This Research Brief is the executive summary of a longer Child Trends report, "Background for Community-Level Work on School Readiness: A Review of Definitions, Assessments, and Investment Strategies" (Halle, Zaslow, Zaff, and Calkins, 2000) prepared for the John S. and James L. Knight Foundation.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Child Development; Child Health; *Childhood Needs; *Community Involvement; Early Childhood Education; Early Experience; Educational Improvement; Family School Relationship; Learning Readiness; Preschool Children; *School Community Relationship; *School Readiness; *Social Services
IDENTIFIERS- National Education Goals Panel; National Education Goals 1990

Many communities across the country have set for themselves the goal of enhancing school readiness. But what does school readiness mean, and how do communities know whether they have achieved it? This research brief is intended to help communities invest wisely in school readiness initiatives. It begins by summarizing recommendations from the National Education Goals Panel (NEGP) for defining and assessing school readiness. The brief then presents a framework for community investments based on an ecological view of child development. This framework considers factors related not only to the child but also to the child's family, early childhood care and education, schools, and neighborhood. (Contains 43 references.) (EV)

ED 444 713 PS 028 792

Bredekamp, Sue; Bailey, Caryn T.; Sadler, Allen
The 1999 National Survey of Child Development Associates (CDAs).

families served. Following the introduction, Chapter 2 presents a review of the research on Head Start, focusing on Head Start Planned Variation research, major integrative reviews demonstrating improved school readiness of Head Start children and the elementary school fade-out effect, and reviews of non-Head Start demonstration models. Chapter 3 describes the LTBHS study's methodology and design, including the makeup of the diverse sample of 622 young adults who participated in Head Start in 1970-71; presents the strategies used to identify and locate study subjects for follow-up; and concludes with an overview of the participant interviews and data collected from school, public assistance, and criminal records. Chapter 4 explains how High/Scope researchers arrived at the LTBHS study's core variables. Chapter 5 summarizes findings on individual characteristics and family background. Chapter 6 summarizes how Head Start children, compared with non-Head Start children, fared into their young adult years. Chapter 7 summarizes the LTBHS study findings and discusses implications for future Head Start development and research. Findings indicated that some groups of study participants were better off as a result of their Head Start participation. Findings also indicated potential benefits for the Model (High/Scope) Head Start group versus the regular Head Start group. Although most findings were not of the expected magnitude or statistical significance, the pattern of findings across most of the educational and life-situational outcome variables had the same direction as the pattern of significant findings obtained in the High/Scope Perry Preschool study and the High/Scope Preschool Curriculum Comparison study. The report's six appendices include resources in locating study participants, definitions for the study's core variables, additional data tables, and additional findings. Four commentaries on Head Start and the LTBHS study conclude the report. (Contains 121 references.) (KB)

ED 444 731   PS 028 818

Wynn, Lucy
Coming Together: Collaboration as a Tool for Change.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Agency Cooperation; Change Agents; *Change Strategies; *Cooperation; *Cooperative Planning; *Cooperative Programs; Coordination; Early Childhood Education; *Partnerships in Education; State Programs
IDENTIFIERS- Florida; Goals 2000

This booklet provides technical assistance for those interested in the collaboration process for early childhood programs and is based on the experiences of Collaborative Partnerships in Florida. Section 1 of the document describes the collaborative grant process in Florida with the goal of improving early childhood services and outlines eight key components of collaboration: (1) formalized partnership agreements; (2) collaborative staff development; (3) simplified system of entry; (4) outreach initiatives to increase family access to comprehensive services; (5) sharing of funding sources; (6)

and (3) "Children of Low Income Families Are Less Likely To Be Enrolled in Pre-School." The data show that minority children are far less likely to go to pre-school. This paper also shows that attending pre-school is a function of family income, since enrollment rates go up with family income. The analysis is based on the Census Bureau's 1997 October Current Population Survey on school enrollment. (EV)

ED 444 750   PS 028 846

Simmons, Charlene Wear
Children of Incarcerated Parents.
PUB DATE- 00
NOTE- 13p.; Prepared at the request of Assemblymember Kerry Mazzoni.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Behavior Problems; Child Behavior; Child Welfare; *Children; Parent Child Relationship; *Parents; *Well Being; Youth Problems
IDENTIFIERS- California; *Incarcerated Parents

This report summarizes what is known about the children of incarcerated parents in California. The report estimates the number of children in California who have parents in the state's criminal justice system (jail, prison, parole, and probation) and summarizes key findings from the research literature on the impact of parental arrest and incarceration. Key issues include the following: (1) much is not known about such children and their caregivers; (2) there is no clear official policy to address children of arrested parents; (3) such children are at high risk for a number of negative behaviors; (4) the lack of research and official information means that government programs do not target these children and their caregivers; and (5) the risk of termination of parental rights makes this a pressing issue. (EV)

ED 444 751   PS 028 847

Maine KIDS COUNT 2000 Data Book.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 00
NOTE- 85p.; Additional funding provided by The Bingham Program, the Jessie B. Cox Charitable Trust, The Main Community Foundation, and individual donors.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Adolescents; Births to Single Women; Child Abuse; *Child Health; Child Neglect; Child Welfare; *Children; *Counties; Employed Parents; Family Environment; Health Insurance; Mental Health; One Parent Family; Poverty; Sexuality; *Social Indicators; Tables (Data); Welfare Recipients; *Well Being; Youth Problems
IDENTIFIERS- *Indicators; *Maine

This KIDS COUNT Report details statewide trends in the well-being of Maine's children. The statistical portrait is based on a variety of indicators in the areas of: (1) physical and mental health; (2) social and economic opportunity; (3) education and learning; and (4) child health care access. The report contains a special section on Maine children in need, discussing: gay, lesbian, and bisexual youth; the Maine Youth Initiative; and the Mental and Behavioral Health Initiative. Following the data

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Early Childhood Education; Learning Readiness; National Surveys; *School Readiness; *State Standards; Teaching Methods; *Young Children
IDENTIFIERS- ERIC Clearinghouse on Elementary Early Child Educ; *Project Approach (Katz and Chard)

This document consists of the two 2000 issues of the newsletter of the ERIC Clearinghouse on Elementary and Early Childhood Education (ERIC/EECE). Each issue contains a feature article and one or more short articles on topics related to early childhood education, calls for papers, announcements about Internet resources, news items about and lists of publications from ERIC/EECE, and articles from the Adjunct ERIC Clearinghouse on Child Care. The feature articles are: "Meeting State Standards through the Project Approach" by Ann-Marie Clark (Spring) and "Readiness for School: A Survey of the States" by Gitanjali Saluja, Catherine Scott-Little, and Richard M. Clifford (Fall). (HTH)

ED 444 769 RC 020 655

Schwinden, Ted
School Reorganization in Montana: A Time for Decision?
SPONS. AGENCY- U.S. West Foundation.
PUB DATE- 93
NOTE- 84p.; Project SEEDS (Schools as Effective and Economical Delivery Systems) Report. Also supported by IBM.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Boards of Education; *Educational Finance; Elementary Secondary Education; Expenditure per Student; *Politics of Education; Rural Schools; School District Autonomy; *School District Reorganization; School District Size; School District Spending; School Districts; *School Size; Small Schools
IDENTIFIERS- *Montana

In response to a Montana School Boards Association (MSBA) resolution, this report develops alternatives and recommendations on school district reorganization for submission to the Montana state legislature. The first section examines the history of school district establishment and consolidation in Montana, and points out public opposition to reorganization and the legislature's failure to act on dozens of reorganization proposals over the years. In the early 1990s, a state budget crisis focused taxpayer attention on the cost of education in Montana, and school consolidation quickly became a hot political issue. Next, sections of the report: discuss who's in charge of Montana's public schools, particularly with regard to the consolidation issue; recognize that the goal is to improve a good system, not replace a failed one; describe the current structure of Montana's 503 school districts; examine seven reorganization options that range from doing nothing to creating a single statewide district; discuss the generally higher costs but potential educational benefits of small schools; and portray the fiscal impact of selected reorganizations of the past 20 years. Recommendations to the legislature include measures that encourage elementary and coterminous high school districts to form K-12 districts, that establish a minimum acceptable size for nonisolated high

A case study of an economically distressed rural Kentucky school district examined the theory that educational policy can enable community participation and that participation can enable policy implementation by affecting school governance and expanding the services provided. Primary data were gathered via interviews with four parent participants, one longtime community member activist, six educators, and one regional-level administrator who was also a longtime active community member. Secondary data came from newspapers, state government documents, policy papers, and critiques and updates of the Kentucky Education Reform Act (KERA). Findings indicate that during the decade prior to the passage of KERA, educational reform policies were few and did little to enable community involvement in the district. Participation that did exist was loosely organized, project-oriented, and individualized, due to the absence of institutionalized structures for input. Passage of KERA led to changes in the level and type of local participation by enhancing the capacity of community members to get involved, creating incentives or decreasing disincentives to participate, providing new platforms (school councils) on which to provide input, and mobilizing local actors to get involved. One constant barrier to participation was a lack of personal resources due to low socioeconomic status. Recommendations for policymakers include maintaining localized structures; helping people develop skills for civic engagement early on, such as in school; and addressing the social and economic development of low-income communities. The appendix includes the interview protocols. (Contains 32 references.) (TD)

ED 444 787   RC 022 577

Long, James
School-to-Work Transitions with Native American Indians:
  Implications for Counselors.
PUB DATE- 99
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials
  (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *American Indian Education; American Indians;
  Apprenticeships; *Career Counseling; Career Education;
  *Counselor Training; Cultural Awareness; *Culturally Relevant
  Education; *Education Work Relationship; Educational
  Cooperation; High School Students; High Schools; School
  Counselors; *Vocational Education
IDENTIFIERS- American Indian Students; Native Americans

Many Native Americans do not plan on attending college. In fact, many of them drop out of school to find work. Culturally sensitive, comprehensive school-to-work transition programs could greatly benefit the Native American population. Counselors need education in areas of Native American culture and customs. Counselors can build rapport with students by asking them about their heritage and allowing them to express their ideas and beliefs. Counselors should be aware that the strong bond to family that is characteristic of Native Americans often results in individuals taking a lesser job closer to home. For many Native Americans, decisions concerning one family member must go through proper channels in the family and tribe. School counselors should keep this in mind when determining who should be involved in the child's vocational preparation. Although it is important to understand the problems of Native Americans, counselors should emphasize the positive values of Native American culture. Increased

Nugent); "The Heroes among Us: Building a Culture of Service and Compassion" (Patricia B. Fisher, Sheila Sanders, Carol Teague); "Thoreau and Trigonometry: Designing a City Park" (Katherine Stevens); "Bay Ridge, Brooklyn: Painting a Community Portrait" (Bayan Ebeid, Laura Kelly); "The Aquarium Architects" (Karen MacDonald, Christine Griffin); "Listening to Robins" (Jeanne Anderson, Karen Hohlwend); "'What's in the Water You Drink?'" (Cheryl Sims); "Putting down Roots: Erosion Control on the South Platte River" (Wendy Ward); and "Stewards of the Elements" (Chris Quigley, Bryan Street, Chris Weaver). Interspersed among the narratives are short "snapshots" that explain or illustrate ELOB principles (Michelle Brantley, Patricia O'Brien, Peggy Chessmore). Appendices profile the authors, list 11 service learning resources, and explain the 10 principles of ELOB. (SV)

ED 444 805   RC 022 604

Wurdinger, Scott D.; Potter, Tom G.
Controversial Issues in Adventure Education: A Critical Examination.
PUB DATE- 99
NOTE- 273p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Adventure Education; Educational Attitudes; *Educational Practices; *Educational Principles; *Experiential Learning; Outdoor Education; Values; Wilderness

Adventure education has its own set of unique questions that help to define what it is and how it differs from other fields of education. Adventure education has grown rapidly over the past several decades, and with its evolution, many critical topics for deliberation have emerged. This book contains 15 chapters, each arranged in a debate format where several contributing authors argue the "yes" and "no" sides of a particular question. The chapters are: (1) "Should Challenge Course Instructors Be Certified?" (Jeff Boeke, David Lockett, Simon Priest); (2) "Should There Be Rescue Free Wilderness Areas?" (Ross Cloutier, Julie Gabert); (3) "Are Floating Fee Scales for Corporate and Educational Groups Ethical?" (Steve Proudman, Jasper S. Hunt); (4) "Should We Use Urban Settings To Promote Adventure Education?" (Tom Puk, Tom G. Potter, Tonia L. Gray); (5) "Should Modern Communication Systems (Cellular Telephones) Be Used in the Wilderness?" (Tod Schimelpfenig, T. A. Loeffler); (6) "Do One Day Adventure Programming Activities, Such as Challenge Courses, Provide Long Lasting Learning?" (Dan Garvey, Tom Puk); (7) "Should Articles on Special Wilderness Places Be Published?" (Glen Bishop, Christian Bisson); (8) "Have Adventure Programs Eliminated Too Much Risk?" (Karl Rohnke, Camille J. Bunting); (9) "The Ultimate Goal of Adventure Education Should Be the Improvement of the Individual, Not the Group within Which the Individual Resides" (Deborah Sugerman, Dan Garvey); (10) "Should Processing Techniques, Such as Framing and Debriefing, Be a Mandatory Part of Facilitation?" (Clifford E. Knapp, Mark Havens); (11) "Is the Process of Experiential Learning (Outside the Classroom) Practical in Higher Education Settings?" (Iain Stewart-Patterson, Tom Puk, Scott Wurdinger); (12) "Do Contrived Adventure Experiences, Such as Ropes Courses, Hinder Participants from Developing a Connection to the Natural World?" (Nicky Duenkel, Stephen Streufert); (13) "Should Wildlands Be Made Available to More People, as Opposed to More

PUB DATE- 99
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Constructivism (Learning); Evaluation; Higher Education; Learning Strategies; *Mentors; *Preservice Teachers; Science Education; *Science Teachers; *Teacher Education Programs; Thinking Skills
IDENTIFIERS- Conceptual Change

This paper presents debates on the need to examine teacher education programs and discusses the importance and impact of mentoring on the learning outcomes of the science teacher educator (STE). The position is taken that a mentoring program for preservice teacher education should be a part of all advanced graduate programs. A lack of research on the issues related to the structure of science teacher education programs is indicated, and a comparison of the present studies on the distinction between the preparation of science teachers and science teacher educators is given. The standards developed for the preparation of science teachers identify the framework for the "knowledge, skills, experiences, attitudes which are essential for the qualification of a successful teacher." The importance of conceptual change concerning mentoring before science education reform can be meaningful is stressed. (Contains 31 references.) (YDS)

ED 444 828 SE 063 840

Turkmen, Lutfullah; Bonnstetter, Ronald
A Study of Turkish Preservice Science Teachers' Attitudes toward Science and Science Teaching.
PUB DATE- 99
NOTE- 9p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (Boston, MA, March 28-31, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cross Cultural Studies; Foreign Countries; Higher Education; *Preservice Teacher Education; *Preservice Teachers; *Science Instruction; *Science Teachers; Student Attitudes; *Teacher Attitudes; Undergraduate Students
IDENTIFIERS- Turkey

The main purpose of this study is to reveal Turkish preservice science teachers' attitudes toward science and science teaching by using a Turkish translation of the last version of the Science Teaching Attitudes Scale (STAS-II) by Moore and Foy (1997). The sample size for the study was 612 freshman, sophomore, junior, and senior science education major students from 4 different teachers colleges located in different parts of Turkey. The reliability of the Turkish translation of STAS-II was found to be 0.80 with the test-retest method. There is a significant mean difference between class levels (p=0.027). Teachers colleges and student gender do not show significantly mean differences based on STAS-II scores. However, the uniqueness of the nationwide science curriculum and the unification of the education system may have importance in developing similar attitudes among Turkish students. (Author/YDS)

ED 444 829 SE 063 843

physical science, space sciences, and earth science. The content topics for technology include service learning and investigations, technology use reviews, integrated approach technologies, and everyday applications of technology. (ASK)

ED 444 850 SE 063 943

Marshall, James P.; Allen, Bradford D.
The Development and Implementation of a Mathematics Placement Program.
PUB DATE- 00
NOTE- 57p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Algebra; Calculus; *Evaluation Methods; Higher Education; *Mathematics Education; *Program Descriptions; Scoring

Many colleges and universities use a mathematics placement process to guide students to the appropriate entry-level mathematics course. The mathematics placement process presented here was developed over a four year period to make placement recommendations to Calculus I, Precalculus, and College Algebra. Placement recommendations are based on the combination of a placement exam score and American College Testing Assessment math subscore. Specific cutoff score pairs were formed in an attempt to optimally identify the highest level courses into which students may be placed where students will be successful. (Author)

ED 444 851 SE 063 963

Brown, Anne E.
Applying Insights from Research on Learning: Teaching Number Theory for Preservice Elementary Teachers.
PUB DATE- 00
NOTE- 10p.; Paper presented at the Annual Meeting of the Association of Mathematics Teacher Educators (Chicago, IL, February 13-17, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Division; Elementary Education; Mathematics Education; *Multiplication; *Number Concepts; *Preservice Teacher Education

Elementary number theory is a standard topic in the mathematical preparation of preservice elementary teachers. To understand elementary number theory, a student must be comfortable with the representation of natural numbers as the product of primes. This paper discusses methods for accomplishing this goal in a methods course. It also considers the role of measurement (quotient) division in justifying divisibility results and demonstrates one way that this connection can be exploited to strengthen student understanding of multiplication and division. The appendix contains three worksheets for students to complete. (ASK)

ED 444 852 SE 063 967

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Algebra; Arithmetic; Elementary Secondary Education; Geometry; *Mathematics Activities; *Mathematics Instruction; Number Concepts; Problem Solving
IDENTIFIERS- *Pre Algebra

This book contains a set of versatile enrichment exercises that cover a very broad range of mathematical topics and applications in pre-algebra from the Moebius strip to the googol. Several criteria have been used in developing the activities and selecting the topics that are included. All of them bear heavily and equally on concerns for curriculum goals and classroom management. Each activity is connected to the Principles and Standards for School Mathematics by the National Council of Teachers of Mathematics (NCTM). This link to the NCTM 2000 standards allows teachers to facilitate linking classroom activities to specific state and school district content standards. The activities are meant to be motivational first and foremost. As much as possible, the goal is to be attractive to people who thought they didn't like mathematics. To accomplish this, it is necessary for the activities to be quite different from what students encounter in their basal texts, different in both substance and form. Activities on number theory and arithmetic operations, geometry and topology, binary and exponential arithmetic, problem solving, and recreational mathematics are included. (ASK)

ED 444 876 SE 064 136

Posamentier, Alfred S.
Making Geometry Come Alive: Student Activities & Teacher Notes. Math Assessment Series.
PUB DATE- 00
NOTE- 178p.; For other books in series, see SE 064 134-135.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Secondary Education; Geometric Constructions; *Geometry; *Mathematics Activities; *Mathematics Instruction
IDENTIFIERS- *Euclidean Geometry

This book contains a set of versatile enrichment exercises that cover a very broad range of mathematical topics and applications in geometry including Euclidean, post-Euclidean, and non-Euclidean geometry. Several criteria have been used in developing the activities and selecting the topics that are included. All of them bear heavily and equally on concerns for curriculum goals and classroom management. Each activity is connected to the Principles and Standards for School Mathematics by the National Council of Teachers of Mathematics (NCTM). This link to the NCTM 2000 standards allows teachers to facilitate linking classroom activities to specific state and school district content standards. The activities are meant to be motivational first and foremost. As much as possible, the goal is to be attractive to people who thought they didn't like mathematics. To accomplish this, it is necessary for the activities to be quite different from what students encounter in their basal texts, different in both substance and form. Activities on constructions, problems of Antiquity, post-Euclidean theorems, non-Euclidean geometry, solid geometry,

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Art Education; *At Risk Persons; Case Studies; Change Agents; *Demonstration Programs; Elementary Secondary Education; *Fine Arts; *Intervention; Interviews; *Social Development; Social Science Research
IDENTIFIERS- Arts Participation; California (Los Angeles); Impact Studies; Program Characteristics

Perhaps the only way to maintain consistent support for the arts will be to demonstrate decisively that fine arts programs can contribute in quantifiable and positive ways to solving important social problems such as crime and violence. The broad goal of this impact study is to provide such evidence. This report discusses the results of the second phase of a three phase study. Phase 2 has four objectives: to refine the theoretical framework using data gathered from Phase 2 field work to supplement the literature review in Phase 1; to identify best-practice programs using this refined theory; to develop initial versions of assessment instruments; and to provide advice for members of the arts-intervention community. Nine Los Angeles (California) arts intervention programs selected for in-depth investigation shared a commitment to developing youth as "whole people." The report explains that examination of best-practices sites led to: (1) a greatly enriched theory of effective arts interventions; (2) instrument development and outcome measures to be used in Phase 3; and (3) a rich picture of important characteristics of arts interventions that appear to work. The study found that successful programs are often led by one or two charismatic leaders or change agents. The arts interventions studied demonstrated a high degree of flexibility in program structure and operations, i.e., the use of mentorship. (Contains a figure, 19 tables, 26 references, and 14 online references. Appended are interview protocols and a supplementary study.) (BT)

ED 444 898 SO 031 256

Stone, Ann; Bikson, Tora; Moini, Joy; McArthur, David
The Arts and Prosocial Impact Study: Program Characteristics and Prosocial Effects.
SPONS. AGENCY- California Arts Council, Sacramento.
PUB DATE- 98
NOTE- 52p.; Sponsored by the City of Los Angeles (California) Cultural Affairs Department. For Phase I of the study, see SO 031 254; for Phase II, see SO 031 255.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Art Education; Elementary Secondary Education; *Fine Arts; *Intervention; *Social Development; Social Science Research
IDENTIFIERS- Arts Participation; California (Los Angeles); Impact Studies; Program Characteristics

This report details one piece of a larger, integrated research plan to provide scientific evidence on the effectiveness of fine arts interventions in promoting positive change in youth. This report, Phase 3, states that, building on prior work, interview data were collected and analyzed from 35 arts interventions in the Los Angeles (California) area with the objective to relate expert assessments of the prosocial value of a range of fine arts interventions to specific program

Healing Arts (Arts in Healing, United Arts Council of Raleigh/Wake County); Quintet-in-Residence (Bolton Project, Winston-Salem Piedmont Triad Symphony); After School Programs (Science and Symphony, Raleigh Symphony Orchestra; Edgemont Arts Program, Edgemont Community Center); Summer Youth Programs (Artiva, Arts Council Winston-Salem/Forsyth County; Opera Camp, Greensboro Opera Company); Programs Emphasizing Cultural Diversity (Hmong Documentary Project, Light Factory Photographic Arts Center; Cultural Connections, North Carolina Consortium on Indian Education); Arts Education Planning (Community-Based Task Force on the Arts, United Arts Council of Gaston County); Teacher Training (Urgency of Teaching Art, Penland School of Crafts); and Lessons Learned. Contains a resource list. (BT)

ED 444 917 SO 031 912

Parker, Franklin; Parker, Betty J.
General Robert E. Lee (1807-70) and Philanthropist George Peabody (1795-1869) at White Sulphur Springs, West Virginia, July 23-Aug. 30, 1869.
PUB DATE- 00
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Historical Materials (060)
DESCRIPTORS- *Civil War (United States); *Donors; *Meetings; *Private Financial Support; *Public History; Recognition (Achievement); *Reconstruction Era
IDENTIFIERS- Biodata; Lee (Robert E); *Peabody (George)

This paper discusses the chance meeting at White Sulphur Springs (West Virginia) of two important public figures, Robert E. Lee and George Peabody, whose rare encounter marked a symbolic turn from Civil War bitterness toward reconciliation and the lifting power of education. The paper presents an overview of Lee's life and professional and military career followed by an overview of Peabody's life and career as a banker, an educational philanthropist, and one who endowed seven Peabody Institute libraries. Both men were in ill health when they visited the Greenbrier Hotel in the summer of 1869, but Peabody had not long to live and spent his time confined to a cottage where he received many visitors. Peabody received a resolution of praise from southern dignitaries which read, in part: "On behalf of the southern people we tender thanks to Mr. Peabody for his aid to the cause of education...and hail him benefactor." A photograph survives that shows Lee, Peabody, and William Wilson Corcoran sitting together at the Greenbrier. Reporting that Lee's own illness kept him from attending Peabody's funeral, the paper describes the impressive and prolonged international services in 1870. It also discusses historic events around the time of Peabody's death, especially the "Trent Affair," and Prime Minister Gladstone and Queen Victoria's gratefulness to Peabody for his housing gift in relieving the conditions of the poor of London. Author research information and a list of publications on Peabody are included. (BT)

ED 444 918 SO 031 918

Character Development Programs in Idaho Schools.
PUB DATE- 00
NOTE- 136p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.

a substantive end of teacher education. The argument consists of a five-part theoretical rationale for the use of self-study in reflection-oriented teacher education programs. Taken together, the various components of this rationale suggest that the promotion of reflective teaching will require something other than an additive approach to teacher education reform. Rather, self-study calls for a reconceptualization of the very process of teacher education itself. When teacher educators adopt self-study as an integral part of their own professional practice, the terrain of teacher preparation shifts. Self-study becomes more than just a means to the aim of reflective teaching--self-study becomes an end of teacher education in its own right. (Contains 36 references.) (Author/SM)

ED 444 937   SP 039 388

Key, Shirley Gholston
Applications of "Multiculturalism" Demonstrated by Elementary Preservice Science Teachers.
PUB DATE- 00
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cultural Awareness; Curriculum Design; *Diversity (Student); Elementary Education; Elementary School Science; Higher Education; Lesson Plans; *Multicultural Education; Planning; Preservice Teacher Education; Science Education; Student Teacher Attitudes; Student Teachers; Thematic Approach; Urban Schools

This study examined 38 thematic units prepared by preservice elementary teachers at the end of their science methods class and their second semester in an urban, field-based program, investigating how they addressed principles of diversity and multiculturalism. The units had either a science theme or science integrated with themes from other disciplines. The multicultural component was analyzed using Banks' Dimensions of Multicultural Education and Approaches to Multicultural Education (which include five dimensions of multicultural education and four levels of multicultural curriculum reform). Gender and ethnicity were also examined. Of the 45 predominantly female students who completed units, 14 were African American, 5 were Hispanic American, 3 were Asian American, and 23 were Anglo-American. Results indicated that students attempted to integrate multicultural approaches in their lessons to various degrees. Of the 38 students who addressed multiculturalism or diversity, 6 demonstrated equity pedagogy and 32 demonstrated content integration; 3 demonstrated both content integration and equity pedagogy; and 1 demonstrated content integration with knowledge construction. Students did not apply any levels above level 2 on Banks' typology of multicultural approaches. Most students used level 1, the contributions approach. Students preferred the curriculum approach of content integration more than any other approach. (SM)

ED 444 938   SP 039 389

Plecki, Margaret L.
Economic Perspectives on Investments in Teacher Quality: Lessons Learned and Implications for Policy.

Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Aspiration; *College Bound Students; Decision Making; Family Influence; Higher Education; Locus of Control; Mothers; Peer Influence; Questionnaires; Self Efficacy; *Sex Differences; Student Attitudes; Student Characteristics; Student Financial Aid; *Student Motivation
IDENTIFIERS- Glass Ceiling

This study investigated whether gender differences exist in the factors thought to influence a person's desire to pursue higher education. A 152-item multiple choice questionnaire, completed by 346 students enrolled at a large university during 1998, was the source of the data. The independent variable was gender; dependent variables were self-efficacy, locus of control, family support, peer influence, relative functionalism, glass ceiling effect, secondary school support, preparation for college, financial aid concerns, and sister's, mother's, and father's influence. Data was organized in 9 scales and 3 subscales. Reliability estimates for the nine scales and three subscales of the questionnaire ranged from .66 to .90. Data analysis revealed that males and females differed on 8 of 30 demographic variables. Univariate tests revealed significant gender differences on 6 of 12 dependent variables. Females scored significantly higher than males on the self-efficacy, family influence, mother's influence, secondary school support, preparation for college, and peer influence scales. Findings suggest that the factors influencing individuals to pursue higher education may be different for females than for males and support the contention that family has a strong impact on student achievement. (Contains 86 references.) (SM)

ED 444 445   HE 033 205

Rettig, Richard
Looking to the Future: Health Professions Education in Texas.
SPONS. AGENCY- Texas Higher Education Coordinating Board, Austin.
PUB DATE- 00
NOTE- 49p.; For another CAE document on Texas, see HE 033 206. This document can be cited and quoted per the preparing institution.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Allied Health Occupations; Allied Health Personnel; Education; Educational Demand; Educational Finance; Educational Needs; *Health Occupations; Health Personnel; Higher Education; *Medical Education; Nurses; Nursing Education; Physicians; *State Surveys; *Statewide Planning
IDENTIFIERS- *Texas

This report analyzes how the Texas higher education system will meet the needs of future health care professionals. The report examines: (1) medical education needs (physician supply, physician distribution, medical schools' responses to physician distribution, and distribution of medical schools and regional academic health centers); (2) national and state nursing education needs; and (3) allied health professions needs (the view from the community, rising degree requirements, and student transferability of credit). The Council for AID to Education presents its conclusions to the Texas Higher Education Coordinating Board. The report notes the importance of recognizing the strong connection between health professions education issues and changes in the health care financing and delivery system. It also finds that while the supply of Texas physicians is sufficient overall, the supply is inadequate in

(11th, San Diego, California, February 8-12, 2000). Volumes 1-3; see IR 020 112.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Technology; Elementary Secondary Education; *Individual Differences; *Instructional Design; Instructional Development; *Instructional Effectiveness; *Student Characteristics; *Thinking Skills*
IDENTIFIERS- *Technology Integration

Preservice and inservice teachers are expected to address individual differences in students. However, the nature of differences and the needs of individuals can slow or, at times, completely stop learning for the rest of the classroom. Teachers are also encouraged to teach higher level thinking skills, although standardized tests are often composed primarily of lower levels of questioning. By taking advantage of new technologies as they become available and combining them with old methods that are effective, teachers can accommodate individual learning differences and help develop higher thinking skills. The following steps for designing effective instruction while integrating new technology are described: (1) identify teaching goals and objectives; (2) identify required student assessment(s) and the relative importance of each; (3) identify resources, keeping objectives and assessments in mind; (4) allocate student time according to student assessments; (5) sort and match possible student activities to objectives, e.g., test preparation and portfolio activities should coordinate and students must be engaged; (6) monitor student progress according to assessment; and (7) evaluate and revise. (MES)

ED 444 466   IR 020 121

Yao, James E.; Ouyang, John R.; Wang, Henry
A Farewell to the Traditional Instructional Media and Technologies in the New Millennium.
PUB DATE- 00
NOTE- 7p.; In: Society for Information Technology & Teacher Education International Conference: Proceedings of SITE 2000 (11th, San Diego, California, February 8-12, 2000). Volumes 1-3; see IR 020 112.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *Curriculum Development; *Educational Technology; Higher Education; *Information Technology; Instructional Design; Instructional Development; *Teacher Education
IDENTIFIERS- *Technology Integration

This paper reviews the traditional instructional media and technologies offered in teacher training programs in the past and in some of the programs today--primarily presentation media and technologies, such as audio/video systems, overhead, slide, filmstrip, and opaque projections, and multimedia kits. New technologies in digital information storage, access and retrieval, delivery, presentation, and electronic communications as related to instruction are examined, discussed, and compared to the traditional instructional media for the preservice and inservice training of computer studies and computer literacy teachers through distance education. The paper highlights: specific outcomes of the program; the target market of the program; modules for the certificate; additional modules for the diploma; additional modules for the degree; and vocational opportunities. (MES)

ED 444 487   IR 020 143

Justice, Madeline, Ed.
Diversity and International.
PUB DATE- 00
NOTE- 48p.; In: Society for Information Technology & Teacher Education International Conference: Proceedings of SITE 2000 (11th, San Diego, California, February 8-12, 2000). Volumes 1-3; see IR 020 112.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - General (020),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Art Education; *Computer Uses in Education; Cultural Pluralism; *Educational Technology; Elementary Secondary Education; English (Second Language); Equal Education; Higher Education; Navajo (Nation); *Teacher Education
IDENTIFIERS- Access to Technology; Technology Integration

This document contains the following papers on diversity and international issues in technology and teacher education: (1) "'At-Risk' Learners and the 'Digital Divide': Exploring the Equity in Access Issue" (Jeanne M. Foster and Sharla L. Snider); (2) "Integrating Standards-Based Instructional Technology" (Nicole M. Snow); (3) "Technology and the Navajo--Its Time Has Come" (Jerry A. Bennett); (4) "A Multifaceted Approach to Integrating Computers in Multicultural Preservice Teaching" (Ines Marquez Chisholm); (5) "'From Tatters to Tapestry': Technology and the Weaving of Cultural Education in the Mainstream Classroom" (Debra A. Suarez); (6) "Gender Representation in Visuals on School Web Pages: Course for In-Service Teachers" (Wendy Maboudian); (7) "Within Student Comparison of ESL Acquisition--Through Content between Virtual and F/F Seminar for ESL and Native Speakers' Negotiated Meaning" (Stephen Carey); (8) "Virtual Interactive Workshop: A Pedagogical Art Education View into the Computer Lab" (Maria Cristina Villanova Biazus); and (9) "Fostering Equity in Pre-College Computing Classrooms" (Sandra Madison, Min Deng, and James Gifford). (Contains 79 references.) (MES)

ED 444 488   IR 020 144

Bhattacharjee, Maria; Chen, Linlin
Preparing Pre-Service Teachers To Use Technology To Teach the Content Areas in Elementary Schools.
PUB DATE- 00
NOTE- 6p.; In: Society for Information Technology & Teacher Education International Conference: Proceedings of SITE 2000 (11th, San Diego, California, February 8-12, 2000). Volumes 1-3; see IR 020 112.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Software; *Computer Uses in Education; *Educational Technology; Elementary Education; Higher Education; Internet; Preservice Teacher Education; *Teacher

NOTE- 6p.; In: Society for Information Technology & Teacher Education International Conference: Proceedings of SITE 2000 (11th, San Diego, California, February 8-12, 2000). Volumes 1-3; see IR 020 112.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Uses in Education; *Distance Education; Higher Education; Inservice Teacher Education; *Instructional Design; Instructional Development; World Wide Web
IDENTIFIERS- *Course Development; Emporia State University KS; *Online Courses

Educators in higher education are increasingly being called upon to design, develop, and deliver courses via the World Wide Web. Although reasons for the strong push to develop online courses are varied, it is clear that the perceived need for such courses is steadily increasing. Also needed are prescriptions for creating courses that are dynamic, interactive, and timely. This paper describes the process of developing a masters-level instructional design course at Emporia State University (Kansas) for delivery online. Rationale behind the need for such a course, development procedures, successes/failures, and prescriptions for future developers are discussed. (Author/MES)

ED 444 508 IR 020 164

Toma, Tony
Real-Time Courseware Design: The LAVAC Video Sequencer R .
PUB DATE- 00
NOTE- 7p.; In: Society for Information Technology & Teacher Education International Conference: Proceedings of SITE 2000 (11th, San Diego, California, February 8-12, 2000). Volumes 1-3; see IR 020 112.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Audiovisual Aids; *Computer Software Development; *Courseware; *Interactive Video; Multimedia Instruction; *Multimedia Materials; Teacher Developed Materials; Videotape Recordings
IDENTIFIERS- Learning Environments

Teachers have acknowledged the richer learning environment and interactivity of multimedia teaching, its flexibility to different learning styles, and learner control that allows the learner to fully engage in the learning process. However, they still have problems in courseware design because their work is mainly centered on exercises and not on what the machine can do best. This is why a new audio segmenting device, called Virtual Recorder, has been derived from the LAVAC (Laboratoire Audio-Visuel Actif-Comparatif) toolkit to allow them to use videos. The video sequencer can complete real-time automatic segmenting of sound and images and automatically insert an answering time span after each sequence. Coupled to IBM ViaVoice, the teacher can speak during this time span to create the transcript from which the necessary textual help will be derived for easier aural comprehension. A 5-minute video requires no more than a few minutes' work from the teacher to produce a 2-hour student session. (Author/MES)

ED 444 509 IR 020 165

faculty concerns about developing Web-based courses; the student perspective; dynamic databases, including how a dynamic database works, features of Web-based databases, and the potential for dynamic databases in teaching and learning; and examples of dynamic databases, including student pictures and biographies for HyperGroups, a computer-based instruction database, and faculty feedback for student assignments. (MES)

ED 444 529 IR 020 185

Moore, Barbara, Ed.; Burkett, Ruth, Ed.; White, James A., Ed.; Feyten, Carine M., Ed.
Preservice Teacher Education.
PUB DATE- 00
NOTE- 303p.; In: Society for Information Technology & Teacher Education International Conference: Proceedings of SITE 2000 (11th, San Diego, California, February 8-12, 2000). Volumes 1-3; see IR 020 112.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Collected Works - General (020),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Uses in Education; Cooperative Learning; Curriculum Development; *Educational Technology; Higher Education; *Information Technology; *Preservice Teacher Education; Telecommunications
IDENTIFIERS- *Technology Integration; *Technology Utilization

The papers contained in this document cover the following topics related to preservice teacher education and technology: an initiative to improve technology education in Michigan; computer technology courses; uses of information technologies in an Australian degree program; use of an electronic bulletin board; discovering South Dakota through telecollaborative means; teachers and students collaborate to master technology curriculums; four-year collaborative for preparing teachers to use technology; creating partnerships that renew preservice education; teaching the use of information in a technology framework; developing a cross-curricular focus to information and communication technology teaching; pairing up inservice and preservice teachers to develop an understanding of technology integration; infusing technology into the curriculum; preparing teachers for the digital age; increasing instructional technology competencies; creating a dynamic model for educational technology in a field-based program; preparing teachers to integrate technology; technology integration in colleges of education; an innovative strategy for supporting teachers during field experiences; technology as a tool; teachers as constructivist producers and critical consumers of technological resources; learning practices in Amsterdam; the evolution of a hands-on technology integration course; an innovative course including the integration of information and communications technology; an educational paradigm for tomorrow's society; preliminary investigation of influences on student teachers' self-efficacy for teaching with computers; preservice teachers' beliefs about effective uses of computers in the classroom; flexible delivery of teacher professional development for information technology; how computer-based visual mapping tools can enhance learning; integrating technology for moral education in the student teaching practicum; preparation for the integration and implementation of appropriate technology; electronic portfolios for learning and assessment; development of a personal electronic profile; preparing teachers for constructivist classrooms; computer-mediated communication; using group process techniques to

Utilization; United Kingdom

Effective use of ICT (Information and Communications Technologies) by student teachers is vital if these technologies are going to be successfully used in the education of children in schools. An earlier study identified three main obstacles that could have limited ICT uptake by student teachers in 1996/97: student access to computers; the ICT policy adopted by initial teacher training providers; and the lack of encouragement for students to use ICT in teaching practice. This paper presents a comparative study of the ICT competence and attitudes of a similar cohort of student teachers in the 1999/2000 academic year, attending a one-year Postgraduate Certificate in Education course to teach in United Kingdom secondary schools. It argues that, while the overall sample of 1999/2000 student teachers appeared to be more competent and confident in the use of ICT than in 1996/97, female and younger students lagged behind their male and older peers. This issue needs to be addressed in the ICT policy adopted by initial teacher training providers. (Contains 31 references.) (Author/MES)

ED 444 550 IR 020 206

Tu, Chih-Hsiung
Strategies To Increase Interaction in Online Social Learning Environments.
PUB DATE- 00
NOTE- 7p.; In: Society for Information Technology & Teacher Education International Conference: Proceedings of SITE 2000 (11th, San Diego, California, February 8-12, 2000). Volumes 1-3; see IR 020 112.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Mediated Communication; Distance Education; *Educational Technology; Higher Education; *Interaction; Internet; *Learning Theories; Privacy; *Social Influences; Teacher Education
IDENTIFIERS- Arizona State University; *Learning Environments

This study was designed to examine social presence, to determine how it relates to online interaction, and to provide an operational definition. Participants were students in a graduate level course on the Internet for teachers at Arizona State University. By examining the learner's perception of social presence in three CMC (Computer Mediated Communication) systems (i.e., e-mail, bulletin board, and real-time chat), the following questions were addressed: (1) Is there a relationship between social presence and online interaction? (2) Do issues of privacy influence online social interaction? (3) Do social relationships affect online interaction? (4) Does task orientation impact online interaction? (5) How does online communication literacy impact interaction on CMC? and (6) Does the use of CMC intensify social interaction among online learners? It was concluded that three dimensions of social presence (i.e., social context, online communication, and interactivity) emerged, and the privacy factor correlated to the social presence theory. (Contains 27 references.) (MES)

ED 444 551 IR 020 207

Adamy, Peter
Using Computers To Enhance Action Research.
PUB DATE- 00

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Uses in Education; Cooperative Programs; *Curriculum Development; *Educational Technology; Elementary Education; Higher Education; Models; Preservice Teacher Education; Teacher Student Relationship
IDENTIFIERS- Course Development; Millersville University PA; *Technology Integration

This paper is a report on the implementation of a project to diffuse technology throughout a teacher education program in elementary education at Millersville University (Pennsylvania). Rather than relying on a single technology course in a preservice program, students develop technology skills in a variety of courses in the education sequence and through collaborative projects. Several ongoing projects are described that include the development of discipline specific technology courses, collaborative projects involving students and faculty, and technology projects in elementary education content courses. Challenges of technology diffusion are discussed related to guaranteeing basic computer skills for preservice teachers, supporting faculty technology integration, and the comprehensive nature of the program. (MES)

ED 444 571 IR 020 227

McGee, Patricia
Preservice Technology Mentoring.
PUB DATE- 00
NOTE- 6p.; In: Society for Information Technology & Teacher Education International Conference: Proceedings of SITE 2000 (11th, San Diego, California, February 8-12, 2000). Volumes 1-3; see IR 020 112.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Uses in Education; *Educational Technology; *Faculty Development; Higher Education; *Mentors; Pilot Projects; Preservice Teacher Education; Preservice Teachers; Qualitative Research; Teacher Surveys

This pilot study investigated the experiences of preservice teachers enrolled in a required technology course as they mentored practicing educators about technology. Data were collected over the course of a semester through e-mail. A qualitative analysis revealed the following themes: reasons for mentoring, what happened, course resources, thinking about it, useful experiences, and mentor learning. Findings indicate that mentoring may reinforce course learning. In addition, the convenience of mentoring sessions and reflection appeared to enhance mentoring experiences. (Contains 10 references.) (Author/MES)

ED 444 572 IR 020 228

Wentworth, Nancy M.; Haderlie, Steven; Gaisford, Rick; Nagasawa-Cruz, Cindy
Technology Integration within University/Public School Communities: A Panel Discussion.
PUB DATE- 00
NOTE- 9p.; In: Society for Information Technology & Teacher Education International Conference: Proceedings of SITE 2000 (11th, San Diego, California, February 8-12, 2000). Volumes 1-3; see IR 020 112.

Beyond PowerPoint R .
PUB DATE- 00
NOTE- 7p.; In: Society for Information Technology & Teacher Education International Conference: Proceedings of SITE 2000 (11th, San Diego, California, February 8-12, 2000). Volumes 1-3; see IR 020 112. Figure 1: "The Construction Model used for the creation of the Personally Meaningful Product," is missing.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Uses in Education; *Constructivism (Learning); *Curriculum Development; *Educational Technology; Higher Education; *Instructional Design; Models
IDENTIFIERS- Knowledge Development; *Technology Integration

This paper reports on a three-year study of a model that uses the tenets of constructionism to integrate technology into a constructivist curriculum. The model has been used in regular face-to-face courses, in interactive instructional television courses, and in an online course. The following three significant themes emerged from analysis of the data: (1) the nature and characteristics of successful learners; (2) the power of project-based instruction; and (3) the power of interaction and collaboration. The model has proved to be effective both from the standpoint of being able to achieve the course objectives and the students' view of their success and learning in the classes. (Contains 10 references.) (MES)

ED 444 593 IR 020 249

DeVoogd, Glenn, Ed.
Young Child.
PUB DATE- 00
NOTE- 54p.; In: Society for Information Technology & Teacher Education International Conference: Proceedings of SITE 2000 (11th, San Diego, California, February 8-12, 2000). Volumes 1-3; see IR 020 112.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - General (020),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Uses in Education; *Educational Technology; Elementary Education; Minority Groups; Preschool Education; Preservice Teacher Education; Young Children
IDENTIFIERS- Technology Integration; *Technology Utilization

This document contains the following papers focusing on contexts and activities in which teachers can use technology to promote learning with young children: (1) "Read, Write and Click: Using Digital Camera Technology in a Language Arts and Literacy K-5 Classroom" (Judith F. Robbins and Jacqueline Bedell); (2) "Technology for the Tiny: Educational Software and the Young Child" (Sarah E. Irvine and Andrea I. Prejean); (3) "As Commonplace as Learning Centers?" (Joy V. McGehee and Kelly Heckaman); (4) "Creative Computer Contexts: Teachers Building Computer Based Resources for Young Children" (Nicola Yelland and Jennifer Masters); (5) "Joint Ventures: Co-Authored Multimedia Books" (Nancy Yost); (6) "Evaluating Educational Technology: An Invited SITE Panel" (Niki Davis, Mark Hawkes, Walter Heineke, and Wim Veen); (7) "Minorities and Mainstream Culture: Does a Technology Gap Exist?" (Lamar Wilkinson, Walter C. Buboltz, Jr., James Cook, Kathryn Matthew, and Debbie Thomas); and (8) "Technology in College Classrooms: Training Future Teachers" (Carolyn Craig and Mike Omoregie). (Contains 75 references.) (MES)

NOTE- 19p.; Only one issue was published.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Community Colleges; Higher Education; Instructional Leadership; *Journal Writing; Leadership; Partnerships in Education; *School Business Relationship; *Teacher Attitudes; *Writing Instruction

This spring 1998 issue of Renaissance Administrator features the following articles: (1) "Servant Leadership and Higher Education--What is Leadership?" (Richard E. Hasselbach); (2) "Teaching Writing in the 90's--Carnivorous Printers and Dying Grandmothers" (Helen Ruggieri); (3) Assignment--Journal Writing" (Lynn Muscato); and (4) "A Business Partner Speaks--Alcas Corporation" (Erik J. Laine). Hasselbach's article finds that "to know himself/herself sufficiently to lead, the value-laden leader must travel an inner journey of self-understanding and enlightenment." Ruggieri's article uses humor to discuss the challenges of teaching writing to college students. Muscato writes in her article, "This day takes me back to the falls that have been a part of my life, and I smile, outside as well as in my heart...Fall was a comfort to me--the time in my life to go to school." Laine's article provides a business owner's perspective on the skills that students should acquire before seeking to enter the workforce. (VWC)

ED 444 613   JC 000 552

Townsend, Barbara K.
Selected Policy Issues Facing the 21st Century Community College.
PUB DATE- 00
NOTE- 9p.; Paper presented at the Alabama Community College Leadership Academy (Tuscaloosa, AL, July 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Administration; College Role; *Community Colleges; Developmental Studies Programs; *Educational Policy; Elementary Secondary Education; Job Skills; *Labor Force Development; *Remedial Instruction; Transfer Policy; Two Year Colleges

The paper discusses some policy issues facing community colleges in the 21st century: remedial education, K-16 initiatives, and workforce preparation. Identifying social needs and then determining appropriate policies to address them happens within an historical and cultural context. Within our capitalistic and democratic society, four cultural or social values dominate in determining educational policy: choice, quality, efficiency, and equity. Realizing that these values sometimes conflict with one another will help community college leaders better understand why some policies arouse so much controversy. The provision of remedial education at the college level results from the two social values of equity (access) and quality (excellence), two values that are often seen as "mutually exclusive." Policies regarding K-16 initiatives reflect the cultural values of efficiency (easing the transition from high school to college and quality concerns over the rigor of dual enrollment courses). The primary social value behind legislation that allows for two-year colleges to be providers of short-term workforce training designed to result in a job is efficiency or the desire to "reduce duplication and expenditures for operating workforce development programs and

Conklin, Karen A.
5-Year Report of JCCC Career Programs, Fall 1993 to Spring 1998.
PUB DATE- 99
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Career Guidance; Community Colleges; Graduate Surveys; *Outcomes of Education; Program Effectiveness; Program Evaluation; Two Year Colleges
IDENTIFIERS- *Johnson County Community College KS

This document summarizes important findings from the last five follow-up studies of career program completers (Class of 1993-94 to Class of 1997-98) conducted at Kansas' Johnson County Community College (JCCC). Major findings are reported on enrollments, profile of students in spring 1998 career program classes, completions, respondents to short-term follow-up studies, status after program completion, wages of respondents employed in a full-time related job, and respondent and employer satisfaction. Career program enrollments declined in four of the past five years and then rebounded slightly in 1997-98. A smaller percent of female, part-time, and younger students were found in career program classes than in the JCCC student body as a whole in spring 1998. The percent of students completing career programs compared to total enrollments has increased substantially in the last two years of the study. Nearly 82% of respondents reported that they were working in a job related to their career program. The overall average hourly wage of respondents employed full-time in a job related to their career program increased by 20% between the follow-ups of the Class of 1993-94 and the Class of 1997-98. Six out of seven respondents expressed satisfaction with their current full-time, program-related job, for a five-year composite average of 83%. (An appendix includes tabled data.) (VWC)

ED 444 634 JC 000 586

Conklin, Karen A.
A Long-Term Follow-Up Study of 1994-95 Career Program Completers.
PUB DATE- 99
NOTE- 45p.; Cover title varies.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Career Guidance; Community Colleges; Educational Research; *Employment; Followup Studies; Graduate Surveys; *Outcomes of Education; Two Year Colleges; *Vocational Followup
IDENTIFIERS- *Johnson County Community College KS

This report presents the 1999 major findings about long-term career program completers who left Kansas' Johnson County Community College in 1994-95. The report summarizes data on utilization of community college preparation, experiences with their full-time related job, hourly wage and satisfaction with their full-time related job, community college experiences, and satisfaction with community college experiences. Nearly 83% of the respondents were employed in a job related to their community college career program and, of those, 88% were working full-time, about the same percentages reported in the past. Nearly 60% of the respondents had earned promotions, 64% had received some form of professional recognition, and 76% had earned salary increases. The average hourly wage reported by respondents had increased year after year. The difference in

Preliminary Results for Faculty, Administrators, Staff & Students as Compared with Fall 1998 Self-Study Survey Results.
PUB DATE- 00
NOTE- 49p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *College Planning; Community Colleges; *Institutional Evaluation; *Institutional Research; Organizational Effectiveness; *School Effectiveness; Strategic Planning; Two Year Colleges

The report summarizes the preliminary findings from the Institutional Self-Study Follow-Up Survey of the faculty, administrators, staff, and students at South Texas Community College (STCC). The follow-up study was intended to address areas that were found to be of sufficient concern in the committee reports of the original Self-Study Survey as to warrant recommendations in the Institutional Self-Study. In the original Self-Study Survey, administered in fall 1998, 59 percent of the faculty respondents answered positively to the question regarding the adequacy of the on-line catalogue at the Learning Resource Center. In the Self-Study Follow-Up Survey, administered in spring 2000, the figure rose to 82 percent. Findings for administrator respondents indicated an improvement in the proportion reporting an understanding of the duties of the president and other administrators since the original survey. Findings for staff showed an improvement in satisfaction with training in the use of computer software (58 percent to 72 percent). Students continue to be well satisfied with most areas receiving recommendations in STCC's Institutional Self-Study. Over 80% of the student cohort in both the original and the follow-up survey responded that STCC adequately defines what is meant by a major or an area of concentration. (JA)

ED 444 654 JC 000 608

NVCC Continuing Education Course Evaluations by Campus. OIR Report.
PUB DATE- 00
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Community Colleges; *Continuing Education; *Course Evaluation; Participant Satisfaction; Postsecondary Education; *Student Attitudes; *Student Evaluation of Teacher Performance; Student Experience; Student Surveys
IDENTIFIERS- *Northern Virginia Community College

The report summarizes continuing education course evaluation data from all five campuses of Northern Virginia Community College (NVCC) for the summer 1999. The purpose of the report was to provide a cross-section view of student satisfaction with courses, instructors, and processes. Over 93% of the student respondents from all five campuses indicated that the course met their goals and/or expectations. There was little difference in the levels of satisfaction with course instructors expressed by students from the different campuses. Among the five campuses, between 73% to 85% of the students ranked their instructor as "excellent." Except for students from the Alexandria Campus, most students learned about the continuing education course through a flier or brochure. These the use of a transfer rate as a measure of institutional effectiveness. It provides an overview of existing practices and helps to inform a discussion of whether or not transfer rate data should be collected from British Columbia (BC) public postsecondary institutions and how transfer rates should be calculated. The issue of how best to calculate a transfer rate depends in part upon the purpose underlying the collection of such information. If the rate is to be used as a measure of college effectiveness with consequences that follow for the institution depending upon its "success," then how the rate is calculated becomes very important. The key difference in the calculation of various transfer rates rests in the precise definitions of entering or exiting student cohort, time frame for transfer, minimum number of college credits completed, type of curriculum studied, and student intent to transfer. The report looks at transfer rates and the BC postsecondary system and discusses possible transfer rate models in the BC context: entering student cohort model, exiting student cohort model, transfer readiness model, and transfer of credits model. Some recommendations conclude the report. Contains 10 references. (VWC)

ED 444 674   JC 000 633

Andres, Lesley
Investigating Transfer: The Student's Perspective.
PUB DATE- 99
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Articulation (Education); College Credits; *College Transfer Students; Community Colleges; Educational Mobility; Foreign Countries; Higher Education; Student Attitudes; *Student Experience; Student Needs; *Transfer Policy; *Transfer Programs
IDENTIFIERS- *British Columbia

This report summarizes the Investigating Transfer Project, which provides an authentic reflection of students' transfer experiences in British Columbia. The majority of interviewees in Phase 1 of the project, who had transferred from community college to university, reported that they commenced their studies at a community college with the intention to transfer to a university. For some, difficulties occurred in trying to work out an acceptable schedule that satisfied the necessary transfer requirements, determining whether the information was current, and trying to understand what the information meant. Overall, however, most students satisfactorily transferred most or all of their credits. The decline in grade point average (GPA) after transfer was the most significant issue, the one that consistently caused students the most anxiety. Phase 2 offers insight into the perceptions of students who had not yet transferred from community college. Most students in this study appeared to employ a very unfocussed approach to transfer. Student participants in Phase 1 and Phase 2 offered three similar recommendations to improve transfer policies and practices: development of a user friendly Transfer Handbook for Students; written explanation from the receiving institution for each course that was not fully transferable; and mandatory advising for all students intending to transfer. (JA)

ED 444 675   JC 000 634

Transfer: What's the Problem? A Special Report from the Transfer

DESCRIPTORS- *Adolescent Attitudes; Adolescents; Child Rearing; *Early Parenthood; Parent Child Relationship; *Parent Influence; Parent Role; *Pregnancy; *Prevention; Youth Problems

The National Campaign to Prevent Teen Pregnancy reviewed recent research about parental influences on children's sexual behavior and talked to experts, teens, and parents. From these sources, the Campaign derived 10 tips for parents and other adults to help reduce the risks of teen pregnancy. The 10 tips discussed in this pamphlet are: (1) be clear about your own sexual values and attitudes; (2) talk with your children early and often about sex, and be specific; (3) supervise and monitor your children and adolescents; (4) know your children's friends and their families; (5) discourage early, frequent, and steady dating; (6) take a strong stand against your daughter dating a boy significantly older than she is, and don't allow your son to develop an intense relationship with a girl much younger than he is; (7) help your teenagers to have options for the future that are more attractive than early pregnancy and parenthood; (8) let your kids know that you value education highly; (9) know what your kids are watching, reading, and listening to; and (10) develop and maintain a strong, close relationship with your children from an early age. Also included is a pamphlet describing 10 things teens want parents to know about teen pregnancy. Both pamphlets include an annotated list of additional resources. (EV)

ED 444 694 PS 028 763

Hartman, Deborah
I Can Hardly Wait Till Monday: Women Teachers Talk about What Works for Them and for Boys.
PUB DATE- 99
NOTE- 118p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- At Risk Persons; Case Studies; Childhood Needs; Day Care; Educational Practices; Elementary Secondary Education; *Females; Foreign Countries; *Gender Issues; Indigenous Populations; *Males; Program Descriptions; Rural Education; Student Participation; *Teacher Student Relationship; *Teachers; *Teaching Methods
IDENTIFIERS- Aboriginal Australians; Australia; Student Engagement

Noting that the majority of teachers of boys are women, this book provides a series of case studies in which experienced women teachers talk about enjoying and using boys' energy in the classroom, tuning in to the ways that boys communicate, and varying lessons to suit all learning styles. Case studies from various schools in Australia illustrate how women and men teachers are working together to assist male students as they learn subject matter and process messages received about being a learner and being male, and about relationships with each other and with girls. Chapters 1 and 2 detail the problems that parents, teachers, and boys face with boys' achievement and behavior and suggests that the "boyswork" is an emerging practice that aims to address the academic and social needs of boys. The remainder of the book is divided into four parts. Part 1 describes teaching strategies in the practice of boyswork that have been successful in engaging boys in classroom learning. Part 2 discusses elements of successful, equitable relationships between boys and girls, and how school structures and strategies can support them. Part 3 presents case studies of programs tailored to differences between boys

PUB DATE- 00
NOTE- 9p.; Paper presented at the Head Start National Research Conference (5th, Washington, DC, June 28-July 1, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Caregivers; Comparative Analysis; *Credentials; *Early Childhood Education; National Surveys; *Preschool Teachers; Professional Development; Staff Development; Teacher Qualifications
IDENTIFIERS- *CDA; *Child Development Associate; Project Head Start

The Child Development Associate (CDA) National Credentialing Program is a national system to improve the professional competence of early childhood teaching staff. This report presents the findings of the 1999 national survey to assess the impact of credentialing on individuals' careers and professional development. A sample of 4,993 CDAs was randomly selected from those credentialed in five selected years (1998, 1997, 1996, 1993, 1989), yielding three groups for comparison: (1) recently credentialed; (2) mid-level; and (3) veteran. The response rate was approximately 20 percent. The major findings indicate that half the respondents received the CDA between 26 and 40 years of age. Respondents were more diverse with regard to race/ethnicity than the U.S. population as a whole. Thirty percent had been Head Start parents. Over 40 percent had some college education at time of credentialing, with all groups tending to attain degrees after credentialing. There was an increase in the percentage who were teachers or held supervisory positions between the time of credentialing and the survey. Increases in salary over time were reported by all groups. Most respondents reported receiving training through coursework, pre- or inservice training, and continuing education units. Over 60 percent reported not having to pay for any portion of their CDA training, with the percentage receiving financial support decreasing over the past 10 years. Changes directly linked to credentialing were most often increased salary or promotions. Seventy-seven percent of veterans were still in early childhood education, compared to 81 percent of mid-level group, and 90 percent of new CDAs. (KB)

ED 444 714 PS 028 796

Where Credit's Due: What a State Earned Income Credit Means for California's Children.
PUB DATE- 00
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Budgeting; *Children; Low Income Groups; *State Legislation; *Tax Credits; *Taxes
IDENTIFIERS- California; *Earned Income Tax Credit; State Taxes

Although California has the world's seventh largest economy, the state has one of the nation's highest childhood poverty rates and one of the worst income inequality gaps. This report advocates the use of a state earned income credit (EIC) for low-income working families to reward work and to offset the payroll and sales taxes that disproportionately burden low-income workers. The report argues that with a budget surplus of at least five billion dollars for the current year (2000-2001) and the prediction of a continued strong economy, California effective transitions; (7) inclusion of children with disabilities; and (8) use of validated information to enhance quality. Part 2 of the booklet presents a rationale for the collaboration process and discusses benefits and difficulties of collaboration. Part 3 examines the five factors critical to program success: the interagency council role, the partnership coordinator, quality, transition, and streamlined system of entry. Part 4 identifies lessons noted over the 6 years the collaboration grants have been in place. Areas of concern that interfere with the project coordinator's effective functioning relate to turf, time, and training. Transition issues relate to documentation and tracking, and bureaucracy and turf. Challenges presented by quality relate to monitoring and training. Impediments to producing an effective simplified system of entry include turf and bureaucratic issues. Concerns related to evaluation of the collaboration grant process center around planning and methods. Part 5 of the booklet asserts that collaboration has proved to be an effective tool for change and has improved resources for children and families in Florida. (Contains 10 references and suggested readings.) (KB)

ED 444 732 PS 028 819

Family-Focused Workplace Guide.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 62p.; In collaboration with the North Carolina Business Committee for Education.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Employed Parents; Family Life; Family School Relationship; *Family (Sociological Unit); *Family Work Relationship; Fringe Benefits; Government Role; *Parent Education; School Business Relationship; Work Environment; Working Hours
IDENTIFIERS- *Business Role; Family and Medical Leave Act 1993

The relationship between family and the workplace and the impact of both on school readiness are well documented. As society changes, home, work, and school relationships are being reassessed and retooled. Noting that employers are taking an increasing role in helping families cope with societal changes, this handbook offers information to businesses interested in becoming more involved in helping employees balance work and family life. Part 1 of the guide discusses the evolution of family-friendly policy, providing information on the benefits of progressive family policies, connections to education, and bottom-line benefits. Part 2 describes various types of family-friendly programs, including alternative work arrangements, flexible scheduling, and family-supportive benefits. Part 3 provides information on planning, implementing, and sustaining a worksite parenting program, based on a model developed by the North Carolina Business Committee for Education. Part 4 of the guide provides examples of Gold Star Programs that have successfully implemented family-friendly policies and programs representing varying sizes, types, and regions of the country. Four appendices include an employee survey on a worksite parenting program, checklists for establishing a worksite parenting program, organizational and other types of resources, and information on the Family Medical Leave Act. (KB) for these areas, the report presents state level trend data, a Maine state profile, county-by-county profiles, 1990 census data, and definitions and sources of data. Findings indicate that the status of children's physical and mental health is improving in several key areas, including infant mortality rate, low birth weight infants, 2-year-old immunizations, teen smoking, teen violent death rate, and juvenile arrest rate. There are mixed indications of children's social and economic security, with progress in child support enforcement, teen birth rates, median household income, and unemployment rate. Education indicators revealing room for improvement include high school completions, graduates with plans to attend post-secondary education, and dropout rates. (EV)

ED 444 752 PS 028 848

Shaul, Marnie S.
Public Education: Commercial Activities in Schools. United States General Accounting Office Report to Congressional Requesters.
PUB DATE- 00
NOTE- 49p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Reports - Research/Technical (143)
DESCRIPTORS- *Advertising; Budgeting; Business; Business Responsibility; Corporate Support; Corporations; Educational Environment; *Educational Finance; *Educational Policy; Elementary Secondary Education; Government Role; *Marketing; Mass Media Effects; *School Business Relationship
IDENTIFIERS- Sponsored Materials

Commercial activities in U.S. public elementary and secondary schools have been growing in visibility throughout the last decade, a period characterized by tightened school budgets. As visibility has increased, so have concerns about commercial activities that generate cash, equipment, or other types of assistance and their potential effects on students' learning and purchasing behavior. This report responds to requests by members of Congress to: (1) identify laws, regulations, and policies that regulate commercial activities in schools; and (2) describe the nature and extent of these activities. The research involved a review of state laws and regulations, site visits to 19 elementary and secondary schools in 7 school districts in 3 states, a review of reports about commercial activities, and interviews with representatives of national education and business organizations. Findings indicate that the visibility, profitability, and type of commercial activities varied widely and that high schools had more commercial activities than middle or elementary schools. (EV)

ED 444 753 PS 028 849

Barely Getting By: Wisconsin's Working Poor Families.
PUB DATE- 00
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Economically Disadvantaged; *Employed Parents; Employment Patterns; Family Characteristics; *Family Financial Resources; Family Income; *Low Income Groups; Minimum Wage; *Policy Formation; *Poverty; Public Policy; Social Services; State Legislation; State Surveys; Welfare Recipients

schools, and that encourage the use of distance learning technology and cooperative agreements. Contains 36 references and school district information in tabular form. A supplementary page, titled "School District Reorganization: A Retrospective" and dated September 1993, describes dissemination of the draft report to MSBA members and their responses and provides corrections to the report. (SV)

ED 444 770 RC 021 069

Kimonen, Eija; Nevalainen, Raimo
Teachers Facing the Challenges of Curriculum Change in the Small Rural School in Finland.
PUB DATE- 96
NOTE- 40p.; Paper presented at the European Conference on Educational Research (Seville, Spain, September 25-28, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Active Learning; Case Studies; *Curriculum Development; *Educational Change; *Educational Practices; Elementary Education; Elementary School Teachers; Foreign Countries; Multigraded Classes; Resistance to Change; Rural Schools; School Community Relationship; *School Culture; School District Autonomy; *Small Schools; *Teacher Attitudes; Teacher Role
IDENTIFIERS- *Finland; Policy Implementation

Over half of Finnish elementary schools are small schools employing 1-3 teachers. This paper examines the implementation of new national curriculum policies in two small elementary schools. The new policies, adopted in 1994, stress autonomous control of learning and encourage each individual school, in collaboration with the community, to draw up its own curriculum on the basis of general national guidelines. Teachers are encouraged to help students become familiar with the local environment and the needs of their own community. One of the schools studied, Suvila School, emphasized the interaction between the school and community. Changes proceeded in phases as teachers gained experience. Cooperative work in small multi-aged groups was introduced. Activity-oriented learning was accomplished by extending topic-unit duration, allowing time for student project work. Teachers functioned as instructors and work supervisors. In contrast, teachers at Ranta-Sointula School were openly critical about implementation of the new school-based curriculum. The head teacher was not interested in in-service training and cited a lack of teacher cooperation. Parents wanted traditional teaching of basic skills. The curriculum preserved traditional school practices of textbook-centered curriculum and teacher control. In general, curricula are based on certain philosophies and beliefs about education that shape teachers' actions. Therefore, curricular changes involve changes in teacher beliefs and depend upon teachers' readiness for cooperation and experimentation. (Contains 58 references.) (TD)

ED 444 771 RC 021 324

Buckley, Apanakhi
Threads of Nations: American Indian Graduate and Professional Students.
PUB DATE- 97
NOTE- 29p.
LANGUAGE- English

cooperation between tribes, employers, educators, and the community will facilitate the feeling of connectedness that is important to Native Americans. Industry tours, career days, open forums at schools, apprenticeships, mentor programs, and field trips increase student exposure to the workforce, which is often limited because of the rural nature of reservations. A classroom environment that encourages discussion about vocations would also be helpful. Two appendices present graduation and college application rates and serious problems in schools by type of Indian school. (Contains 15 references.) (TD)

ED 444 788 RC 022 578

Butera, Gretchen; Richason, Dan; Phillips, Ruthellen
Place-Based Partnerships on Behalf of Children, Families and Communities: Energy Express.
PUB DATE- 00
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April, 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; Community Involvement; *Economically Disadvantaged; Elementary Education; *Emergent Literacy; Extension Education; Literacy Education; *Mentors; *Partnerships in Education; Rural Education; School Community Relationship; *Summer Programs; Supplementary Education
IDENTIFIERS- Nutrition Services; *Place Based Education; *Sense of Place; West Virginia

Energy Express is an 8-week summer nutrition and literacy program in low-income West Virginia communities. Multi-age groups of eight children in grades 1-6 work with college student mentors for 3 1/2 hours each day, eating breakfast and lunch served family-style and creating print-rich environments that support their emerging literacy. The program emphasizes building partnerships between local and state agencies and communities. To sponsor an Energy Express site, a community collaborative of parents, groups, and organizations develops a proposal; generates a required local funding match; and assists in local planning, implementation, and evaluation. While West Virginia University Extension provides leadership, a number of state agencies and organizations and AmeriCorps work together to fund and operate the program. Energy Express emphasizes the value of place, acknowledging research findings that curriculum based on place can be a vehicle to connect children's learning to their emerging identities as members of a community. Weekly themes progress from myself, family, friends, homeplace, and community, to the ideal world. During the final week, children complete a community service project. The literature used in the program and the program structures (small learning groups, print-rich philosophy, family-style meals, volunteerism, and community service) all tap into the children's sense of place. The program has been operating for 5 years, and nearly three-quarters of participating children have made substantial gains in reading. (Contains 27 references.) (TD)

ED 444 789 RC 022 580

Perrone, Vito, Ed.
Toward Place and Community.

Restrictions and Limitations?" (Alan Ewert, Erin K. Smith, Pam Foti); (14) "Is It Possible To Justify a 'Value-Laden' Position for Ecologically-Based Adventure Education?" (Holly Bickerton, Bob Henderson, Daniel Vokey); and (15) "Should Gender-Specific Programs, Such as All Women Courses, Be Offered in Adventure Education?" (Karla A. Henderson, Juli Lynch). (Contains references, author profiles, and photographs.) (SV)

ED 444 806 RC 022 685

Torres, Cruz C.
Emerging Latino Communities: A New Challenge for the Rural South.
SPONS. AGENCY- Economic Research Service (USDA), Washington, DC.; Farm Foundation, Chicago, IL.
PUB DATE- 00
NOTE- 10p.; Also sponsored by the TVA Rural Studies Program at the University of Kentucky, and 29 Southern land grant institutions.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Bilingualism; *Educational Needs; Employment Patterns; *Hispanic Americans; *Limited English Speaking; Migration Patterns; *Population Growth; *Rural Areas; Rural Development; Social Services
IDENTIFIERS- *Latinos; *United States (Southeast)

During the last decade, there has been an internal migration of Latinos to the Southeast. Attracted by the rural South's healthy economy, the Hispanic population in the South is projected to double by 2025. Most in-migrants are seeking permanent rather than seasonal employment. With an increased Hispanic population comes increased purchasing power. On the downside, higher concentrations of Latinos also impose immediate needs for education to meet additional or special needs of the new population; for bilingual media and religious services; and for bilingual service providers in health care, social services, and law enforcement. Many factors in successful development are related to social capital. Latinos must acquire additional social and human capital to fully contribute to the economic prosperity of the rural South. This will require that meaningful interaction takes place between Latino and non-Latino residents in host communities. How the South decides to funnel its resources to enhance the skills and knowledge necessary for full participation of Latinos will determine how successful it will be at remaining in the economic forefront. (Contains 20 references and data tables on Hispanic population growth and school enrollment in 13 southern states.) (TD)

ED 444 807 RC 022 686

van de Walle, Dominique
Are Returns to Investment Lower for the Poor? Human and Physical Capital Interactions in Rural Vietnam. Policy Research Working Papers.
PUB DATE- 00
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Agriculture; *Educational Attainment; *Family Income; Foreign Countries; Labor Market; *Poverty; Rural Areas; Rural Development; Rural Education; *Rural Farm Residents

Meyer, Robert H.
Value-Added Indicators: A Powerful Tool for Evaluating Science and Mathematics Programs and Policies.
SPONS. AGENCY- Wisconsin Univ., Madison.; National Science Foundation, Arlington, VA.
PUB DATE- 00
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Elementary Secondary Education; Mathematics Education; *Outcomes of Education; *Program Evaluation; Science Education; *Scoring Formulas; *Statistical Analysis
IDENTIFIERS- *Value Added

This issue of NISE Brief discusses the weakness of the most commonly used educational outcome indicators--average and median test scores and proficiency-level indicators--and the advantages of value-added indicators. It offers a critique of the average test score as a measure of school and program performance as an example based on national data. Value-added indicators as data requirements are also discussed. (Contains 13 references.) (ASK)

ED 444 830 SE 063 848

Federal Science and Engineering Support to Universities, Colleges, and Nonprofit Institutions: Fiscal Year 1998. Detailed Statistical Tables.
PUB DATE- 00
NOTE- 242p.; Foreword by Lynda T. Carlson.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Data Collection; *Federal Aid; Federal Government; *Financial Support; Higher Education; *Institutions
IDENTIFIERS- *National Science Foundation Act 1950

This document reports the statistical data of Federal Science and Engineering Support to Universities, Colleges, and Nonprofit Institutions for Fiscal Year 1998, in accordance with the National Science Foundation (NSF) Act of 1950. The data presented in these tables cover all categories of direct federal science and engineering (S&E) support to institutions of higher education, including federally funded research and development centers in the United States for science and engineering activities. This document also provides technical information on data collection methods and changes in the report. (YDS)

ED 444 831 SE 063 849

Science and Engineering Indicators, 2000. Volume 1.
PUB DATE- 00
NOTE- 477p.; Accompanying CD-ROM not available from ERIC.
LANGUAGE- English
EDRS Price- MF01/PC20 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; *Engineering Education; Futures (of Society); Higher Education; *Information Technology; *Science Education; Sciences
IDENTIFIERS- *Science Indicators

This document contains the 14th biennial science and engineering indicators report. Chapters include: (1) "Science and

Telese, James
Social Constructivism: Its Role in Algebra Classrooms.
PUB DATE- 99
NOTE- 15p.; Paper presented at the Annual Meeting of the Association of Mathematics Teacher Educators (Chicago, IL, January, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Algebra; *Constructivism (Learning); Educational Philosophy; High Schools; Higher Education; Learning Theories; Mathematics Instruction; Mathematics Teachers; *Preservice Teacher Education

Constructivism is considered a driving force in mathematics education. The purpose of this paper is to describe how the social constructivist view of learning can be useful in the teaching of high school algebra and in the preparation of mathematics teachers. A brief summary of the social constructivist view as a philosophy of mathematics is presented followed by a review of learning theory associated with school algebra. The paper concludes with implications for the preparation of preservice mathematics teachers. (Contains 17 references.) (ASK)

ED 444 853 SE 063 973

Carboni, Lisa Wilson
How Might an Online Discussion Forum Support Teachers' Professional Development in Mathematics? A First Look.
PUB DATE- 99
NOTE- 18p.; Paper presented at the Annual Meeting of the Association of Mathematics Teacher Educators (Chicago, IL, January 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Discussion Groups; Elementary Education; Elementary School Teachers; *Faculty Development; *Internet; Mathematics Education; *Telecommunications

The purpose of this study is to investigate the use of an online discussion forum to support practicing elementary school teachers' professional development in mathematics. The forum is structured around teachers' sharing, discussing, and reflection upon the teaching of elementary mathematics. Third grade teachers (N=14) from three different school systems took part in the online discussion forum. This study provided insight into not only how these teachers make sense of teaching mathematics, but also how they support and share with each other as a learning community. (Contains 36 references.) (ASK)

ED 444 854 SE 063 978

Browning, Christine A.; Channell, Dwayne E.; Van Zoest, Laura R.
Preparing School Mathematics Teachers To Meet the Challenges of Reform.
SPONS. AGENCY- Michigan State Dept. of Education, Lansing.
PUB DATE- 97
NOTE- 51p.; Paper presented at the Annual Meeting of the Association of Mathematics Teacher Educators (Washington, DC, February 14-15, 1997).
LANGUAGE- English

geometric applications, and geometric puzzlers are included. (ASK)

ED 444 877 SO 027 856

Kretman, Kathy Postel, Ed.
Learning Leadership: A Curriculum Guide for a New Generation, Grades K-12.
PUB DATE- 96
NOTE- 140p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Case Studies; *Citizenship Education; *Demonstration Programs; Elementary Secondary Education; Leaders Guides; *Leadership; *Leadership Training; Learning Activities; Social Studies; *Student Participation
IDENTIFIERS- *Leadership Development Program; Leadership Effectiveness; Learning Across the Curriculum

Schools are the natural laboratories for examining and fostering strong leadership, followership, group problem solving, and citizenship. Today most leadership scholars see leadership as a process of a functional role in a group, which may be taken up later by another individual depending on the needs and tasks of the group. This curriculum guide is the result of a model partnership between a university and a high school in developing the beginnings of a school for citizenship and leadership. The guide begins with a foreword by James MacGregor Burns, a preface by the editor, and an introduction, "Why Teach Leadership?" by Gill Robinson Hickman. It is then divided into three sections: (1) "Getting Started--John F. Kennedy High School: A Case Study" (Juana Bordas with Lisa Levin Itte); (2) "Foundations of Leadership--A Model High School Leadership Course" (Jeff Schultz); and (3) "Leadership Learning across the Grades and Disciplines--Sample Lessons and Activities for Grades K-12" (Carol Starr). An afterword by Donald N. Bigelow and a list of suggested readings and resources conclude the guide. Attached are four appendixes: "Predicting High School Student Leadership" (Benjamin Schneider; Michelle C. Paul; Susan Schoenberger); a list of 1995 CivicQuest Teachers' Institute participants; contributors; and acknowledgments. (Contains 14 references.) (BT)

ED 444 878 SO 029 279

Eicher, David J.
The Civil War in Books: An Analytical Bibliography.
PUB DATE- 97
NOTE- 408p.; Foreword by Gary W. Gallagher.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Civil War (United States); Higher Education; Research Tools; Resource Materials; Secondary Education; Social Studies; *United States History

This bibliography contains comprehensive analytical annotations of 1,100 volumes about the Civil War. The books were chosen by a board of advisors as the most significant works on the great conflict. The bibliography is divided into the following sections: "Battles and Campaigns"; "Confederate Biographies, Memoirs, and Letters"; "Union Biographies, Memoirs, and features. The results of this analysis will be combined with earlier research to lay the foundation for a longitudinal, multi-city field experiment tracking the impact of arts interventions on at-risk youth. Analysis suggests that serious artistic instruction is a necessary program feature for fine arts interventions to promote prosocial development in youth. It notes that this association of artistic discipline with prosocial development in youth is not a surprise: review of the research literature on community-based intervention programs pointed to disciplined effort as one characteristic of effective interventions, and the subsequent study of "best practice" arts interventions supported the same conclusion. The report pinpoints five program features as strongly associated with prosocial impact: extended time-in-program; complementary program components; ties with other community organizations; youth mentorship opportunities; and emphasis on performance and presentation. (Contains 2 figures, 13 tables, and 22 notes. Appendixes contain expert surveys, interview protocol, and program data charts.) (BT)

ED 444 899 SO 031 299

Peters, Richard Oakes
Creating Cooperative Living Habitats in the Community.
PUB DATE- 99
NOTE- 46p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Secondary Education; *Environment; *Environmental Education; Social Studies
IDENTIFIERS- *Environmental Ethics; *Georgia

This teaching guide focuses on courses integrating social studies and the environment. The guide is divided into the following parts: (1) "'ECO/Social Studies' Course Syllabus--K-12 Teacher Education"; (2) "Culture Literacy, National Standards, and Georgia's QCCs"; (3) "Sample Unit--Outline"; (4) "Using a Matrix to Study Natural Environments"; (5) "Using a Matrix To Study Social Environments"; and (6) "Sample Lessons." The guide's ECO/Social Studies Course, "Creating a Relationship with Nature," is a course designed for K-12 social studies education majors, and is organized around selected standards. The guide states that students in the course engage in classroom and field-based studies that emphasize the character and interdependence of natural and social (human-made) environments on local, regional, state, national, and worldwide scales. The guide gives detailed goals for students and course objectives for every part of the unit. (BT)

ED 444 900 SO 031 309

Smith, Thomas A.
Anthology of Polish Poetry. Fulbright-Hays Summer Seminars Abroad Program, 1998 (Hungary/Poland).
PUB DATE- 98
NOTE- 206p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Anthologies; Cultural Context; *Cultural Enrichment; *Curriculum Development; Foreign Countries; High Schools;

PUB TYPE- Reference Materials - Directories/Catalogs (132),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; Instructional Effectiveness; Program Descriptions; *Public Schools; Social Studies; State Curriculum Guides; *Student Development
IDENTIFIERS- *Character Development; Character Education; *Idaho

This guide lists nearly 200 character development programs in Idaho public schools. The guide first provides a map of Idaho's six geographical regions, each of which contains between four and nine school districts. It then provides for each character development program in each school district the following information: the program, the school, the district, the contact person, a program description, a strategy summary, program participants by grade level, and achievements. (BT)

ED 444 919 SO 031 968

Social Studies: Ohio's Model Competency-Based Program. Revised .
PUB DATE- 00
NOTE- 162p.; For an earlier edition, see ED 393 751.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Citizenship Education; *Curriculum Development; Elementary Secondary Education; *Public Schools; *Social Studies; Student Educational Objectives
IDENTIFIERS- Competency Based Curriculum; *Ohio

This model is designed to provide direction for school districts to develop their own competency-based education programs. It is not intended as an instructional guide. The guide's ultimate purpose is to enhance the quality of social studies learning (history, sociology, geography, economics, government) in Ohio schools. The personnel responsible for curriculum development and competency-based education who use the model must be able to view the entire program holistically, yet work to facilitate implementation of the component parts. The model's introductory sections, while useful for social studies teachers, are designed to provide direction for those responsible for developing the social studies program. The model includes the following for grades prekindergarten through 12: (1) suggested instructional objectives; (2) suggested performance objectives; (3) recommended strategies for assessments; and (4) a recommended program of intervention services. The primary purpose of the pre-K through high school social studies program is to help young people understand through the study of the past and present what it means to be a human being in society and to develop the ability to make informed and reasoned decisions for the public good as citizens of a diverse, democratic society in an interdependent world of finite resources. This integrated study is articulated across grade levels to achieve the purpose of the program--the promotion of civic competence. Contains a glossary, a 21-item bibliography, and two appendices. (BT)

ED 444 920 SO 032 078

Babcock, Barbara, Ed.
Learning from Experience: A Collection of Service-Learning Projects Linking Academic Standards to Curriculum.
SPONS. AGENCY- Corporation for National Service, Washington, DC.
PUB DATE- 00

PUB DATE- 99
NOTE- 30p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 24-28, 1999).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Economic Research; Educational Economics; *Educational Quality; Elementary Secondary Education; *Faculty Development; Human Capital; Productivity; *Resource Allocation; Teacher Competencies; *Teacher Improvement; *Teacher Salaries; Teachers; Teaching Skills

This article reviews the contributions and limitations of economic analyses of resource allocation policies aimed at improving teacher quality. Two analytic frameworks taken from the study of the economics of education are employed: productivity theory and human capital theory. The article first summarizes results of various economic analyses of the productivity of resources and discusses the strengths and limitations of this approach for informing questions about investments in teacher quality. Next, the aspects of human capital theory, which are relevant to the issue of resource allocation for the development of teachers' capabilities and careers, are presented. These aspects are considered in addressing two teacher policy arenas in which resource allocation is a critical feature: teacher compensation and professional development. The paper concludes that this review of economic perspectives from human capital and productivity theories has implications for the design and implementation of investment policies targeted at improving teacher quality. It explores some of the possible implications for policymakers when faced with resource allocation decisions regarding policies aimed at improving teacher quality. (Contains 78 references.) (SM)

ED 444 939   SP 039 390

Travers, Kathleen A.
Preservice Teacher Identity Made Visible: A Self Study Approach.
PUB DATE- 00
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Higher Education; Preservice Teacher Education; Preservice Teachers; *Prior Learning; Secondary Education; *Social Environment; Student Experience; Student Teacher Attitudes; Student Teachers; Teaching Experience
IDENTIFIERS- *Identity Formation; *Professional Identity; Teacher Knowledge

This paper describes a research study that investigates the nonlinear process preservice teachers experience as they construct and reconstruct their individual teacher identities. By examining the process of preservice teachers who were re-arranging and interpreting their teacher identities within the framework of a university teacher education course and subsequent student teaching experiences, the study analyzes a representative portion of the learning to teach process of the preservice teacher. This research makes explicit the certain areas; it suggests that the severity of the prospective nursing shortage must be assayed, and strategies must be designed to respond to it; and it suggests that more descriptive information about allied health professions education is needed if coherent policies are to be developed. Appended is a primer that describes the allied health professions and their education for an audience outside the field. (SM)

ED 444 446 HE 033 206

Benjamin, Roger; Carroll, Stephen; Dewar, James; Lempert, Robert; Stockly, Sue
Achieving the Texas Higher Education Vision.
SPONS. AGENCY- Texas Higher Education Coordinating Board, Austin.
PUB DATE- 00
NOTE- 99p.; For a related CAE document on Texas, see HE 033 205. Some type in Figure 2 is broken. This document can be cited and quoted per the preparing institution. Produced with the assistance of Anders Hove and Tatsuro Yoda.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Access to Education; *Diversity (Student); Economic Change; *Education Work Relationship; *Educational Change; *Educational Improvement; Higher Education; Labor Market; Minority Groups; Relevance (Education); Research and Development; State Government
IDENTIFIERS- *Texas

To identify future Texas higher education issues, groups of educational, community, political, and business leaders assembled for Delphi group discussions to examine Texas higher education in 2010. The final round of discussion yielded 33 questions considered important by at least one member in each of two or more groups. Areas of consensus led to two new goals: reducing disparities among Texans in higher education participation and success; and reducing job deficits. This report covers: (1) meeting student-related goals (e.g., meeting participation and success goals, reducing disparity and improving participation and success for minorities and reducing future job deficits); and (2) meeting institution-related goals (improving research and education). The study found no current consensus on educational priorities, no group authorized to lead the development of a statewide vision, and no recognition of the need to develop a vision. It recommends that the Texas Higher Education Coordinating Board change its mandate from coordination to governing the higher education system until a master plan is created. Appended are data on labor market needs; modeling methodology used to assess higher education's future prospects; state benchmarks in higher education; the Delphi process; and data sources. (SM)

ED 444 447 HE 033 207

Blueprint for Missouri Higher Education: Reporting the Results. 1999 Annual Report.
PUB DATE- 00
NOTE- 55p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; Annual Reports; Budgets; Certification; *Computer Uses in Education; Degrees (Academic);

and technology. Approaches to integrating new technology into teacher training curricula and programs is also discussed. (Author/MES)

ED 444 467 IR 020 122

Espey, Linda
Technology Planning and Technology Integration: A Case Study.
PUB DATE- 00
NOTE- 7p.; In: Society for Information Technology & Teacher Education International Conference: Proceedings of SITE 2000 (11th, San Diego, California, February 8-12, 2000). Volumes 1-3; see IR 020 112.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Educational Planning; *Educational Technology; Elementary Secondary Education; Qualitative Research; School Districts
IDENTIFIERS- *Technology Integration; *Technology Plans

The purpose of this study was to consider how the development of a school district technology plan facilitates meaningful use of technology in the classroom. The experiences of the Boone Community School District (Iowa) were the focus of the case study, from the formation of a technology planning committee to the implementation of an expanded use of technology in upper-elementary classrooms. Components of the research include document analysis of a district technology plan, interviews with technology plan committee members, fieldwork observations, and interviews with teachers. The study demonstrated that effective technology planning can lead a district through establishment of a technology infrastructure, including a district-wide network, Internet access to all classrooms, and high quality staff development. Findings suggest that teachers need curriculum integration support, beyond what is often provided in the technology plan, in order to take full advantage of available technology. (Contains 22 references.) (Author/MES)

ED 444 468 IR 020 123

Marshall, James; Hillman, Marguerite
Effective Curricular Software Selection for K-12 Educators.
PUB DATE- 00
NOTE- 7p.; In: Society for Information Technology & Teacher Education International Conference: Proceedings of SITE 2000 (11th, San Diego, California, February 8-12, 2000). Volumes 1-3; see IR 020 112.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Software Evaluation; *Computer Software Selection; *Courseware; Elementary Secondary Education; Evaluation Methods; Internet; Models; Needs Assessment; Vendors
IDENTIFIERS- Web Sites

Increases in the availability of technology, the range of content software, and curriculum via the Internet have placed countless options in the hands of teachers. Similarly, increasing accountability has placed added pressure on teachers to meet

Workshops; Training
IDENTIFIERS- *Technology Integration; Technology Utilization; University of Houston Downtown TX

This paper describes the technology training offered in the Department of Urban Education at the University of Houston Downtown (Texas) and the implementation of this training. Brief descriptions of five three-hour workshops covering the following topics are provided: (1) e-mail and Internet discussion; (2) WWW (World Wide Web) and Web search; (3) desktop publishing and graphic organizers; (4) PowerPoint presentation; and (5) hardware and software evaluations. An example of the pre-service use of this training to prepare units, lessons, and activities for centers in the curriculum course is also provided. (MES)

ED 444 489 IR 020 145

Fulton, Carol; Couros, Alec; Maeers, Mhairi
The Impact of Theory on Technology Use in the Classroom.
PUB DATE- 00
NOTE- 7p.; In: Society for Information Technology & Teacher Education International Conference: Proceedings of SITE 2000 (11th, San Diego, California, February 8-12, 2000). Volumes 1-3; see IR 020 112.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Appropriate Technology; Beliefs; *Computer Uses in Education; Course Content; *Educational Technology; *Educational Theories; Foreign Countries; Graduate Study; Higher Education; Instructional Effectiveness; Models; Student Role; Teacher Education; Teacher Role; *Theory Practice Relationship
IDENTIFIERS- *Technology Integration; *Technology Utilization; University of Regina SK

This paper examines some aspects of a graduate course in educational technology at the University of Regina (Saskatchewan). The focus of the course (offered in the fall 1999 semester) was to examine how aspects of learning theory can impact the use of technology in schools and to develop a theoretical model that could drive and reflect appropriate ways for technology use in the classroom. Topics covered in the class included belief systems, two theoretical models (i.e., communities of learners and situated cognition), and organizational frameworks. The paper describes the course content, provides an overview of the processes involved in developing the theoretical model, and proposes characteristics of a model for effective technology-curriculum integration that addresses the role of the teacher, the role of the student, subject matter, and the environment. (Contains 11 references.) (Author/MES)

ED 444 490 IR 020 146

George, Edwin J.; Sparrow, Jennifer
Constructing Technology-Based Constructivism: A New Approach to the Educational Computing Course.
PUB DATE- 00
NOTE- 8p.; In: Society for Information Technology & Teacher Education International Conference: Proceedings of SITE 2000 (11th, San Diego, California, February 8-12, 2000). Volumes 1-3; see IR 020 112.

Tu, Chih-Hsiung
Learner-Centered WBI Tutorials.
PUB DATE- 00
NOTE- 7p.; In: Society for Information Technology & Teacher Education International Conference: Proceedings of SITE 2000 (11th, San Diego, California, February 8-12, 2000). Volumes 1-3; see IR 020 112.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Uses in Education; *Courseware; *Databases; Higher Education; *Material Development; *Multimedia Instruction; Teacher Education; Thinking Skills; World Wide Web
IDENTIFIERS- Database Development; Web Page Design

This paper describes the development of a database-driven World Wide Web-based tutorial to support pre/in-service teacher education in learning Web page creation. The paper focuses on querying the tutorial database. Advantages, disadvantages, software and hardware, and revisions are reported. Contains 10 references. (MES)

ED 444 510 IR 020 166

Wilcox, Bonita L.; Wojnar, Linda C.
Designing a "Best Practice" Online Course.
PUB DATE- 00
NOTE- 7p.; In: Society for Information Technology & Teacher Education International Conference: Proceedings of SITE 2000 (11th, San Diego, California, February 8-12, 2000). Volumes 1-3; see IR 020 112.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Learning; Computer Uses in Education; *Distance Education; *Educational Practices; Guidelines; *Instructional Design; Instructional Development; Models; Teacher Education; *Teacher Workshops
IDENTIFIERS- *Course Development; *Online Courses

This paper is a summary of a "how to" workshop, focusing on design guidelines when moving from an onsite course to an online course. Three most basic considerations are content knowledge, pedagogical skill, and higher-order thinking dispositions. Transferring content to an online environment requires technological expertise, and facilitating growth in a student's knowledge base through interaction of literacies requires mindfulness. The workshop is intended for teachers of adult learners who are truly concerned with building thinking persons. The following principles of best practice learning are summarized: student-centered; experiential; holistic; authentic; expressive; reflective; social; collaborative; democratic; cognitive; developmental; constructivist; and challenging. A model to guide teachers in designing online courses to increase learning through improved teaching is presented. (MES)

ED 444 511 IR 020 167

facilitate development of technology skills; enriching field experience through e-mail mentoring; integrating technology into inquiry-based teacher education; teachers learning about software implementation; implementing mandated information technology infusion; six categories of technology practice; a multimedia CD-ROM; using videos of technology-using teachers to enhance technology skills; using videotape technology to enhance the transformation into practicing teachers; lessons from a K-12/university collaborative; preservice teachers as models; a collaborative technology partnership; a new paradigm of teacher education integrating technology; using technology in field experience in regular and special education; meeting National Council of Accreditation for Teacher Education standards; using the Internet to promote technology integration, thinking skills, and motivation; advancement of technology integration skills through university coursework; and giving teachers the tools they need to integrate technology. (Contains 384 references.) (MES)

ED 444 530 IR 020 186

Ertmer, Peggy A.; Ross, Eva M.; Gopalakrishnan, Sangeetha
Technology-Using Teachers: How Powerful Visions and Student-Centered Beliefs Fuel Exemplary Practice.
PUB DATE- 00
NOTE- 7p.; In: Society for Information Technology & Teacher Education International Conference: Proceedings of SITE 2000 (11th, San Diego, California, February 8-12, 2000). Volumes 1-3; see IR 020 112.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Beliefs; Computer Uses in Education; *Educational Technology; Elementary Secondary Education; *Teacher Attitudes; *Teaching Methods
IDENTIFIERS- *Technology Integration; *Technology Utilization

This research examined the pedagogical beliefs and classroom practices of 17 exemplary technology-using K-12 teachers. Specifically, the following questions guided data collection and analysis: (1) What are the pedagogical beliefs of exemplary technology-using teachers? (2) How do these beliefs facilitate and support meaningful uses of technology? and (3) What are teachers' perceptions regarding the incentives that foster meaningful use? Open-ended questionnaire, interview, and observation data were collected and analyzed to identify the beliefs and practices that were common, as well as distinct, across teachers. Findings suggest that teachers' exemplary technology practices were guided by strong pedagogical visions which were rooted in their beliefs about student-centered classrooms. Teachers' primary reasons for using technology related not to extrinsic rewards, but to the many ways in which students benefited. (MES)

ED 444 531 IR 020 187

Owens, Charlotte H.; Magoun, A. Dale; Anyan, Jan
The Effects of Technology on the Attitudes of Classroom Teachers (E-TACT).
PUB DATE- 00
NOTE- 7p.; In: Society for Information Technology & Teacher Education International Conference: Proceedings of SITE 2000 (11th, San Diego, California, February 8-12, 2000). Volumes 1-3; see IR 020 112.

NOTE- 6p.; In: Society for Information Technology & Teacher Education International Conference: Proceedings of SITE 2000 (11th, San Diego, California, February 8-12, 2000). Volumes 1-3; see IR 020 112.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Action Research; Computer Mediated Communication; Computer Software; *Computer Uses in Education; Data Analysis; *Qualitative Research

This paper outlines the potential benefits of using computers to enhance the action research process for classroom teachers. An argument is made for classifying action research as a type of qualitative methodology. This argument is then used to apply the literature on computer use in qualitative research to its use in action research; advantages of computers for data collection/analysis and validity are summarized. Specific applications of various types of software are discussed in terms of their potential for supporting and strengthening action research efforts, including the use of CAQDAS (Computer Assisted Qualitative Data Analysis Software) for coding and search/retrieval, as well as the increased potential for communication offered by developments in technology. (Contains 12 references.) (MES)

ED 444 552 IR 020 208

Gunawardena, Charlotte N.; Lowe, Constance; Carabajal, Kayleigh
Evaluating Online Learning: Models and Methods.
PUB DATE- 00
NOTE- 9p.; In: Society for Information Technology & Teacher Education International Conference: Proceedings of SITE 2000 (11th, San Diego, California, February 8-12, 2000). Volumes 1-3; see IR 020 112.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Mediated Communication; *Computer Uses in Education; *Distance Education; *Educational Quality; *Evaluation Methods; Group Dynamics; Higher Education; Instructional Effectiveness; Interaction; Models; Professional Development; Student Attitudes
IDENTIFIERS- Knowledge Development

This paper critically reflects upon the questions asked and the models and methods employed to evaluate online learning in several studies. These online studies range from setting up online networks for social interaction and facilitating collaborative learning experiences among graduate students in several universities, to moderating worldwide online professional development activities. The paper examines the methodologies used to answer the following evaluation research questions: (1) How can we describe online participation, interaction patterns, and group dynamics? (2) Were students satisfied with their online learning experience? (3) Did participants learn? and (4) Was knowledge constructed? It is concluded that the adoption of a single technique for analyzing the quality of the learning experience in online learning networks has not yielded satisfactory answers, and a mixed methodology approach is recommended to study the complex nature of online learning networks. (Contains 11 references.) (MES)

ED 444 553 IR 020 209

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College School Cooperation; *Educational Technology; Elementary Secondary Education; *Faculty Development; Partnerships in Education; Teacher Education; *Workshops
IDENTIFIERS- *Technology Integration; Technology Utilization

A large, private western university, committed to developing technology-proficient educators, brought professors and public school teachers together in three professional development seminars on integrating technology into the K-12 curriculum. This paper summarizes a panel discussion by four participants in the workshops: a district director of information systems; a state Internet specialist; a public school teacher involved with the state education network; and a university faculty member. Issues related to integrating technology into curriculum and instruction as they pertain to both preservice and inservice development are discussed. (MES)

ED 444 573 IR 020 229

Cole, Karen A.
Technology and Beyond: Teachers Learning through Project-Based Partnerships.
PUB DATE- 00
NOTE- 6p.; In: Society for Information Technology & Teacher Education International Conference: Proceedings of SITE 2000 (11th, San Diego, California, February 8-12, 2000). Volumes 1-3; see IR 020 112.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Uses in Education; Cooperative Learning; *Educational Technology; *Faculty Development; Inservice Teacher Education; Instructional Effectiveness; Models; *Multimedia Instruction; Partnerships in Education; Student Projects; Teacher Surveys; Teaching Methods
IDENTIFIERS- *Teacher Partnerships; *Technology Integration

Project-Based Teacher Partnerships is a model for teacher professional development to help teachers doing technology-supported project-based learning in the Challenge 2000 Multimedia Project. Experienced teachers team with a small number of less-experienced teachers to form a partnership. The partnership plans a project that the teachers will execute together in all the partners' classrooms. The partnership submits a project proposal to Challenge 2000, and approved proposals are eligible for equipment and software grants and stipends. The partnership model was evaluated using four data sources: a survey of participating teachers; observation of partnership meetings; teacher interviews; and classroom observations. There were three sets of findings. The first set indicated that the model was successful in helping teachers develop in their capacity to use technology and more generally as teachers; evaluation data showed that the model is effective in building technology, pedagogy, and leadership skills and collaboration practices that support teacher learning. The second set provided insight into the aspects of the model that were crucial to its success, including: the application process; focus on a project; self-selected, voluntary, local partners; flexibility; and multimedia fairs. The third set related to connections between the partnership model and other

ED 444 594   IR 020 258

El-Tigi, Manal Aziz-El-Din
Integrating WWW Technology into Classroom Teaching: College Students' Perceptions of Course Web Sites as an Instructional Resource.
PUB DATE- 00
NOTE- 217p.; Ph.D. Dissertation, Syracuse University.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- College Students; *Computer Attitudes; Computer Uses in Education; Courses; Educational Resources; Higher Education; Instructional Materials; *Student Reaction; *World Wide Web
IDENTIFIERS- *Web Sites

This study examined college students' perceptions of course Web sites as an instructional resource for classroom-based courses. The focus was on identifying functions on the sites that students perceived as supporting and fostering their learning experiences. Subjects were 142 students responding to a 60-item questionnaire and open-ended questions. Findings indicated an overall positive perception of the quality and usefulness of the course Web sites. On average per typical semester week, 64 minutes were spent on conducting searches on the Web, 40 minutes on downloading and printing material, and 34 minutes on communicating with faculty and teaching assistants. Highest ratings of instructional quality were on the visual appeal and readability of sites and the importance of the material on the site. Lowest were on the clarity and purposeful introductions to each segment on the site, clarity of the connection of each new section on the site with course objectives, and general taste in color of the pages. Highest ratings for perceived usefulness were on the use of visuals to recall or present new information and the opportunity to ask questions online. Lowest were the use of links to review/recall prerequisite material and instruction on how to navigate the site. Greatest barriers to use were access to computers and to Web site addresses, perceived in adequacy of their Internet skills, motivation to use the site, and time constraints. Greatest facilitators of use were guidance, quality of content, availability of material, access to material, faculty, peers, teaching assistants, experts, and ease of communication. Overall impact of course Web sites was time saving qualities, 24-hour accessibility to resources, facilitating preparation for class, and increased understanding of class expectations and objectives. There appeared to be a negative relationship between residential distance from campus and perceived usefulness of sites and a possible relationship between courses and students' perceived instructional quality on functions related to clarity of purpose and objectives. Also, there appeared to be a general lack of motivation to use the sites, possibly due to their lack of mandatory use and what students reported as a lack of incentive to use them for specific course requirements. (AEF)

ED 444 595   IR 020 259

Sparks, Kristin E., Ed.; Simonson, Michael, Ed.
Annual Proceedings of Selected Research and Development Papers Presented at the National Convention of the Association for Educational Communications and Technology AECT (22nd, Long Beach, California, February 16-20, 2000).
PUB DATE- 00

services." As much as this kind of legislation benefits two-year colleges financially, there is some risk that the legislation will indirectly lead to an undermining of the community college's transfer mission because of a preponderance of short-term training programs. (Contains 12 references.) (JA)

ED 444 614   JC 000 553

Delmonico, Matt
The Role of the Community College in Welfare Reform since Passage of the Welfare Reform Act of 1996.
PUB DATE- 00
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Vocational Education; College Role; *Community Colleges; Government School Relationship; *Job Training; *Labor Force Development; Legislation; *Public Policy; *School Community Programs; School Community Relationship; Two Year Colleges; Welfare Recipients; *Welfare Services
IDENTIFIERS- *Personal Responsibility and work Opp Recon Act; Welfare Reform

The paper addresses the impact of welfare reform on the community college and discusses how community colleges are responding to this important social and economic issue. One of the main tenants of the 1996 Welfare Reform Bill is to shift the responsibility for welfare to the states, requiring that half of all able-bodied recipients find work by the year 2002. Many have looked to the community colleges for answers. Dakota County Technical College in Minnesota, in conjunction with federal and state agencies, local industries, and Minnesota colleges and universities, received a grant to improve the skills of those current workers whose training has become obsolete and to develop lifelong learning techniques among the workers. These improvements will not only improve the wages of the workers and promote retention, but will ensure that the workers have the basic skills necessary to adapt if the job landscape shifts. Some experts note several barriers that have impacted the transition of welfare-to-work programs: problems with transportation; the lack of child-care; problems of alcohol and drug abuse; and the elevated prevalence of learning disabilities in these populations. Information sharing will help community colleges with novice programs learn from the experiences of other colleges. (JA)

ED 444 615   JC 000 554

Abood, Nancy V.; LeBlanc, William
Community College of Rhode Island Annual Report, 1999.
PUB DATE- 00
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; *Educational History; Enrollment; *Enrollment Trends; *Institutional Characteristics; Institutional Evaluation; Student Characteristics; Tables (Data); *Trend Analysis; Two Year Colleges
IDENTIFIERS- *Community College of Rhode Island

The document includes the history of the Community College of Rhode Island as well as other important institutional data and the average hourly earnings of males vs. females nearly doubled over the past four studies. Over 85% of respondents expressed satisfaction with their full-time related job. Eight out of 10 respondents in each of the past 5 years indicated their community college experiences had helped to enhance their self-confidence. Nine out of 10 respondents to long-term follow-up studies conducted in each of the past five years indicated their community college experiences had improved their quality of life. Appendices include tabled findings, the survey instrument, and cover letters. (VWC)

ED 444 635 JC 000 587

Van Ast, John; Sickles, Catherine Adams; Woldt, Janet L.
TL Squared C Squared Teaching and Learning Leadership Program: Contextual Learning Experience for Community College Mid-Career Faculty.
PUB DATE- 00
NOTE- 29p.; Cover title varies. Paper presented at the Annual International Conference of the National Institute for Staff and Organizational Development (22nd, Austin, TX, May 28-31, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Community Colleges; *Faculty Development; Higher Education; Instructional Leadership; Integrated Curriculum; *Leadership Training; *Teacher Education Programs; *Teaching Methods; Two Year Colleges
IDENTIFIERS- *Iowa State University

The Teaching and Learning Leadership for Community Colleges for Mid-Career Faculty (TL2C2), leading to a Masters in Education or 30 credits towards a Ph.D., introduces a truly unique instructional methodology. Not only is the subject matter unique and relative to the needs of the audience, but also the manner in which the subject matter is presented is a revolutionary idea. The TL2C2 cohort breaks away from the linear curriculum to a more integrated curriculum. This offers students exposure to the wide variety of related course subject matter simultaneously, helping to put the individual subject matters into a broad, realistic perspective. Combined with a student-selected specific topic of interest, termed a "local initiative," this program offers a true value-added educational experience relevant to the realities of current and future work environments. This paper discusses the background of TL2C2, the hypotheses which led to the potential development of the course and a brief overall description of the program, the needs of community college faculty identified through focus group studies, the program mission, how integrated curriculum exemplifies learning principles, other program strengths, how cohort members appreciate program uniqueness, local initiatives, and the future of the program and implications for using the integrated curriculum as a model for other programs. (VWC)

ED 444 636 JC 000 588

The Colorado Five-Year State Plan for Career and Technical Education under the Carl D. Perkins Vocational and Technical Education Act of 1998.
PUB DATE- 99
NOTE- 71p.; Appendices B through L are not available from ERIC.

students mostly registered for the course by phone. At the Alexandria Campus, a greater number of the students indicated they learned about the course through "other means" (e.g., another continuing education course, the NVCC Web site, etc.). Forty-four percent of the students on this campus indicated that they registered in person for a course. Across the NVCC campuses, 96% to 99% of the students indicated that they found the registration process to be satisfactory. Contains 30 Tables. (Author/JA)

ED 444 655 JC 000 609

Dennison, John D.
Student Access and Mobility within the British Columbia Post-Secondary System: A Critical Analysis of Research, Public Policy and the Role of the B.C. Council on Admissions and Transfer.
SPONS. AGENCY- British Columbia Council on Admissions and Transfer, Vancouver.
PUB DATE- 00
NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Persistence; *Access to Education; *College Transfer Students; Community Colleges; Foreign Countries; *Higher Education; Outcomes of Education; *Public Policy; *Student Mobility; *Transfer Rates (College)
IDENTIFIERS- *British Columbia; Simon Fraser University (Canada); University of British Columbia (Canada); University of Victoria BC

This report reviews research and related projects commissioned by the British Columbia (BC) Council on Admissions and Transfer, summarizes and integrates the results, and provides a critical analysis of those results and their implications for public policy respecting admission and transfer of students within the BC system of postsecondary education. It includes a historical account of the development of transfer policy, noting those policy decisions that laid the groundwork for current practice. The contributions of the Council are documented with particular emphasis upon actions to ensure greater public confidence in the transfer process. Further comment is made respecting the Council's efforts to develop more flexible and innovative approaches to current transfer arrangements with reference to the role of articulation committees, and to the debate over block transfer and the status of the associate degree. At the time of writing, detailed data respecting transfer students were available only from the University of British Columbia, Simon Fraser University, and the University of Victoria. Analysis of these data indicated that opportunities for transfer students to enter those universities were not increasing. In general terms, student achievement justifies public confidence in the transfer process. The report ncludes a number of suggestions to ensure successful public policy in the transfer process. (Contains 11 references.) (VWC)

ED 444 656 JC 000 610

Rozon, Lori; Sudmant, Walter; Lambert-Maberly, Ashley
Profile of B.C. College Transfer Students Admitted to the University of British Columbia, 1992/93 to 1996/97.
SPONS. AGENCY- British Columbia Council on Admissions and Transfer, Vancouver.
PUB DATE- 98

Innovations Committee.
PUB DATE- 99
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Articulation (Education); Associate Degrees; *College Transfer Students; Educational Mobility; Foreign Countries; Higher Education; Institutional Cooperation; *Transfer Policy; *Transfer Programs
IDENTIFIERS- *British Columbia

This report examines the dimensions of transfer problems in the British Columbia college system from a number of perspectives. For the last 3 years, in an annual student outcomes survey, 16 percent of students have reported that they had transfer problems. For the receiving institutions, the challenge of including clear entry points for transfer students, in innovative and unique degrees, cannot be overstated. Lack of consultation or advance warning regarding changes in curriculum or in program requirements can create serious difficulties for sending institutions and their students, especially when more than one receiving institution is making those changes. Understanding the "system" is one of the difficulties students have related. Many students expect a coordinated system of postsecondary education (like the K-12 system) where institutions will have similar regulations, curricula, programs, etc. A relatively new problem for the system relates to the changing expectation of students and the public about what ought to be transferable. Lack of capacity in the system to accommodate students in degree programs can create another problem. Accrediting agencies external to institutions have, in many cases, the power to set curricular requirements which can affect transfer relationships between institutions. Overall, the problems related to transfer fall into four categories: complexity, communication, administration, and articulation. (JA)

ED 444 676 JC 000 636

Karlinski, Jean
Survey of Registrars about the Associate Degree: Report on Findings.
PUB DATE- 98
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrator Attitudes; *Associate Degrees; Enrollment Management; Foreign Countries; *Outcomes of Education; *Registrars (School); School Registration; Two Year Colleges
IDENTIFIERS- *British Columbia

This project presents the findings of a survey of British Columbia (BC) registrars on the associate degree. Just less than half of colleges and institutes offering the associate degree program collect data on the number of students exiting institutions with a minimum of 60 credits. The number of associate degrees awarded between 1993/94 and 1997/98 has generally increased each year for the system as a whole. However, the number of such credentials awarded by individual institutions varies considerably from year to year. There is no consensus of opinion among registrars as to why students choose and girls, including programs for rural boys and Aboriginal boys. Part 4 examines childcare settings and support programs for boys at risk. The book concludes with a description of the men and boys program at the Family Action Centre at the University of Newcastle, New South Wales. (KB)

ED 444 695 PS 028 764

Making the Case for Public-Private Child Care Partnerships: Child Care Partnership Project. Videotape .
SPONS. AGENCY- United Way of America, Alexandria, VA.; Administration on Children, Youth, and Families (DHHS), Washington, DC. Child Care Bureau.; Carnegie Corp. of New York, NY.
PUB DATE- 00
NOTE- 0p.; Additional funding provided by New Screen Concepts.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Non-print Media (100)
DESCRIPTORS- Day Care; Early Childhood Education; *Partnerships in Education; *School Business Relationship; Videotape Recordings
IDENTIFIERS- Day Care Quality

The quality of child care in the United States has important implications for school preparedness, welfare reform, economic vitality, and the quality of family life. In this 8-minute videotape, business leaders describe why child care makes good business sense. Visuals explain the importance of early childhood for school and life success, and the narrator, pediatrician T. Berry Brazelton, challenges viewers to consider how they might contribute to public-private child care partnerships. The videotape concludes by asserting that commitment and creativity are at the heart of effective public-private child care partnerships. (KB)

ED 444 696 PS 028 769

Preparing the Workers of Tomorrow: A Report on Early Learning.
PUB DATE- 00
NOTE- 9p.; Sponsored by the William T. Grant Foundation.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Beginning Reading; Caregiver Role; Day Care; Early Experience; *Emergent Literacy; *Language Acquisition; Language Skills; Literacy Education; *Preschool Education; School Business Relationship
IDENTIFIERS- Day Care Quality; Learning Environment

Asserting that early education is the most cost-effective way to decrease the number of unskilled adults in the future, this report discusses the need to promote language and literacy learning in young children as a way to bolster the country's future workforce. Sections of the report discuss: (1) "Child Care: The Perfect Place to Develop Language Skills"; (2) "What the Research Says about Language Development"; (3) "What Early Childhood Teachers Can (and Should) Do"; (4) "Quality Child Care Makes a Difference"; (5) "The Building of a Successful Reader"; and (6) "What Can Employers Do?" Side notes provide several facts about child care in the United States and a timeline of young children's language development. (EV)

ED 444 697 PS 028 770

has more than sufficient resources to establish a state EIC. Further, the report maintains that since the majority of poor children have a parent who works, the EIC is an effective strategy to help working parents provide the basics for their children. The report describes the establishment of the federal EIC and how it works for families, discusses the persistence of child poverty in California, outlines the establishment of state EIC in 12 other states, and delineates by county the percent of California tax filers receiving the federal EIC for the tax year 1997. The report concludes by asserting that the need for long-term policies that support working families remains compelling in California and that the passage of a state EIC would affirm values of individual responsibility and fairness, while investing in children's future through their working parents. (KB)

ED 444 715 PS 028 797

Building a Constituency for Children: A Discussion among Child Advocates.
SPONS. AGENCY- Kauffman Foundation, Kansas City, MO.
PUB DATE- 98
NOTE- 50p.; A report on a meeting to assist Kansas Action for Children in its planning process (Kansas City, MO, May 18-19, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Change Strategies; *Child Advocacy; *Children; Community Involvement; Public Opinion; *Public Policy
IDENTIFIERS- *Constituency Development; Kansas; National Association of Child Advocates

A day and a half meeting of executive directors and staff of 11 members of the National Association of Child Advocates (NACA) was convened at the request of Kansas Action for Children to inform its efforts to build a constituency for children in Kansas. Child advocates are increasingly recognizing the need to build and mobilize constituencies for children and are working to develop new and effective approaches toward this goal. The NACA has undertaken a range of efforts to assist child advocates in identifying successful approaches to constituency building and in identifying the components necessary for success. Meeting participants described their own community mobilization efforts and discussed the factors they deemed essential for effective campaigns to increase community involvement. (Two appendices provide summaries of constituency building efforts in 12 states or cities, the NACA role in supporting constituency efforts, and a list of web sites for participating organizations.) (KB)

ED 444 716 PS 028 798

Byrand, Sherri, Ed.
CDF Reports, 1999.
SPONS. AGENCY- Charles H. Revson Foundation, Inc., New York, NY.
PUB DATE- 99
NOTE- 82p.; For 1998 issues of this monthly newsletter, see ED 436 238. July 1999 is the final issue of this newsletter.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Change Strategies; *Child Advocacy; Child Health; Child Welfare; *Children; Community Programs; *Federal

ED 444 733 PS 028 822

Burrall, Alexandra; Schaefer, Stephanie
Spark the Debate: An Electoral Tool Kit. What State and Local Child Advocates Need To Know for Election 2000 and Beyond.
PUB DATE- 00
NOTE- 77p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Activism; *Child Advocacy; Child Health; Child Welfare; *Children; Day Care; Early Childhood Education; *Elections; Federal Legislation; Internet; Juvenile Justice; Legal Responsibility; *Lobbying; *Political Issues; Politics; Poverty; Public Officials; *Public Policy
IDENTIFIERS- Welfare Reform

Noting that the national, state, and local elections in 2000 provide an important opportunity for child advocates nationwide to make their message known, this kit is designed to assist child advocates in their electoral advocacy efforts. The kit includes questions for candidates, ideas for action within individual communities and states, voter statistics, public opinion information on children's issues, and resources related to advocacy. Section 1 of the kit provides tips for posing questions to candidates and lists sample questions in the following areas: (1) general children's issues; (2) child health; (3) child welfare; (4) early care and education; (5) devolution/welfare reform; and (6) juvenile justice/prevention. Section 2 presents statistics and facts to use with candidates on education, the family, health care, race, welfare and poverty, crime, and child care. Section 3 details techniques that child advocates have found effective in the past and suggests ways to connect nonpartisan politics to children's policy. Section 4 discusses what nonprofit organizations registered as 501(c)(3) organizations can legally do, including lobbying and election-related activity on the Internet, and federal law governing election-related advocacy. Section 5 provides statistics on voter registration, demographics, and voter turnout. Section 6 delineates the number of openings in each state for the U.S. Congress, state legislatures, and governors; describes each state's term limits; and discusses the problems with term limits. Section 7 discusses strategies for following up and monitoring elected officials by analyzing governors' first budgets or whether the implementation of programs follows candidates' promises. Section 8 lists resources. (KB)

ED 444 734 PS 028 823

Berman, Nicole; Hornbaker, Gina; Ulm, Ann
A Study of Students' Disruptive Behaviors and a Lack of Respect for Authority and Peers with Middle School Students.
PUB DATE- 00
NOTE- 63p.; Master's Action Research Project, St. Xavier University and Skylight Professional Development Field Based Masters Program.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Action Research; *Behavior Change; Behavior

IDENTIFIERS- *Wisconsin; *Working Poor

Noting that 182,000 of Wisconsin's children are living below the poverty line, this report documents factors affecting the working poor of Wisconsin, combining labor market and wage data with profiles of families and their children from communities throughout the state. The report documents the surge in poverty-wage jobs in Wisconsin over the past 20 years and its impact on workers and their families. The report concludes with policy recommendations to improve Wisconsin's existing system of work supports and tax credits to more effectively assist working poor families. The policy recommendations are designed to build systems that make work pay and support working families. Included throughout the report's policy section are "best practices," innovative program ideas that demonstrate concrete, feasible options for the state. (EV)

ED 444 754 PS 028 850

Fowler, Marilyn; Meyers, Margaret E.; Morris, Pam Bell; Gonzales, Peggy Freedson; Uphaus, Anita
Prekindergarten Curriculum Guidelines.
PUB DATE- 99
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Standards; Behavioral Objectives; *Curriculum Guides; Preschool Children; *Preschool Curriculum; *Preschool Education; State Standards
IDENTIFIERS- Texas

Following adoption of the Texas Essential Knowledge and Skills (TEKS) in 1998, new prekindergarten curriculum guidelines were developed. These voluntary guidelines articulate what 3- and 4-year-olds should know and be able to do and provide a means to align prekindergarten programs with the TEKS curriculum. The guidelines are intended to assist educators in making decisions about curriculum content and in defining and implementing a comprehensive curriculum that will provide opportunities for young children to achieve knowledge and skills. Specific goals are delineated for prekindergarten children in the following content areas: (1) language and early literacy (including listening comprehension, speech production and speech discrimination, vocabulary, verbal expression, phonological awareness, print and book awareness, and motivation to read); (2) mathematics (including number and operations, patterns, geometry and spatial sense, measurement, and classification and data collection); (3) science (science processes and concepts); (4) social studies (including history, culture, community, geography, and economics); (5) fine arts (art, music, and dramatic play); (6) health and safety; (7) personal and social development; (8) physical development (including physical movement, gross motor development, and fine motor development); and (9) technology applications. The document concludes with acknowledgments for those involved in the development of the guidelines. (KB)

ED 444 755 PS 028 851

Cunningham, Michelle Doucette
Connecticut's Children: Increasingly Poor. 1998 Data Book.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Alaska Natives; American Indian Education; American Indians; *Cultural Differences; *Graduate Students; Higher Education; Medical Schools; Medical Students; Social Isolation; Student Alienation; *Student College Relationship; *Student Experience; *Student Subcultures; World Views
IDENTIFIERS- *American Indian Students

An ethnographic study explored the university experiences of American Indian/Alaska Native (AI/AN) graduate and professional students at a West Coast research university. The study consisted of interviews with each participant, observations of students participating with other AI/AN students in 15 public events, and a meeting with the entire group. The eight participants were a diverse group, coming from different socioeconomic levels and different tribes, yet all had experienced academic isolation resulting from the influences of cultural incongruity, history, ethnicity, and community. One influence that did not emerge as important was racism. The alienation they experienced resulted not from the color of their skins but from their world views. AI/AN graduate and professional students responded to experiences of isolation and cultural incongruity by constructing a surrogate community on campus, which helped them define their ethnicity. The study unexpectedly highlighted a professional program, the school of medicine, that has made strides in understanding AI/AN perspectives. The school has course offerings tailored to the needs of students planning to serve the AI/AN population, a staff member whose purpose is to serve AI/AN needs, a student organization, and some faculty and administrators who are sensitive to differences in cultural perspectives and understand the strengths that AI/AN cultures can bring to the practice of medicine. (Contains 19 references.) (TD)

ED 444 772 RC 022 421

Kilpatrick, Sue; Falk, Ian; Harrison, Lesley
Learning in Rural Communities: A Response to Rapid Economic Change. CRLRA Discussion Paper Series.
SPONS. AGENCY- Australian National Training Authority, Melbourne.
PUB DATE- 98
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Community Action; Community Development; *Community Relations; *Community Resources; Experiential Learning; Foreign Countries; *Informal Education; *Interpersonal Relationship; Learning Experience; Rural Development; *Social Capital; *Social Networks
IDENTIFIERS- Australia (Tasmania); Sense of Community

Rural communities with populations of under 15,000 are the least resilient to negative economic shocks, but local initiatives can reduce the negative impact of rapid economic change. Data from a study of three rural Australian communities and one "community-of-common-purpose" were used to develop a model of how the informal learning process inherent in community action builds resilient communities. Learning, social capital, and change are interlinked. The model identifies the resources used in the learning process, which are the resources that form the social capital of the community. These social capital resources are: (1) a knowledge of who can provide advice, support, information, and resources; and (2) identity resources, that is, a sense of belonging or willingness to act for the benefit

SPONS. AGENCY- Annenberg Rural Challenge, Granby, CO.
PUB DATE- 98
NOTE- 104p.; For individual essays, see RC 022 581-585.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Community Control; *Community Development; Democracy; *Educational Change; Educational History; Elementary Secondary Education; Essays; *Rural Education; Rural Environment; *School Community Relationship
IDENTIFIERS- Annenberg Rural Challenge; Community Renewal; *Place Based Education; *Sense of Community; Sense of Place

The Annenberg Rural Challenge is a national effort to revitalize rural communities and schools and their long-standing values of community, democracy, and care for the natural environment. This collection of five essays presents a number of themes that are central to the Rural Challenge's philosophy. "Bringing It All Back Home: Reclaiming the Rural Story" (Mary Casey) talks about the stories that give definition to the diversity of rural American communities. This perspective provides a richer way to think about "rural" as a concept, not just a demographic category. "Democracy, Schools and Communities" (Carla Fontaine) explores democracy as a critical legacy of rural education. Reviving the idea that school and community are intertwined can be an inspiration for reconstructing a more local base for schools and rebuilding communities. "On Living Well in Our Place: Earlier Rural Reform Movements" (Julie G. Canniff) reviews efforts to revitalize rural schools and communities in the early 20th century, noting parallels with the Rural Challenge's efforts toward social, economic, and cultural revitalization of local communities and their reintegration with their schools. "The Genius of Place" (Ben Williams) provides a philosophical base to the concepts of place and community. Turning away from what is local and seeking progress in the far away can result in profound moral, spiritual, aesthetic and educational losses. "Reflections on Leonard Covello: Teacher with a Heart" (Vito Perrone) describes a teacher who brought a village conception to his urban school environment. The essays aim to suggest additional possibilities for the school-community exchange interests of the Rural Challenge. (Contains 163 references.) (TD)

ED 444 790 RC 022 581

Casey, Mary
Bringing It All Back Home: Reclaiming the Rural Story.
PUB DATE- 98
NOTE- 18p.; In: Toward Place and Community; see RC 022 580.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060)
DESCRIPTORS- Consolidated Schools; Educational Change; Elementary Secondary Education; Essays; *Quality of Life; *Rural Areas; Rural Education; *Rural to Urban Migration; *School Community Relationship; Social Attitudes; Social Change; *Stereotypes
IDENTIFIERS- Community Renewal; *Sense of Community

Over the last 50 years, American attitudes toward rural areas have shifted from pride and concern to indifference and ultimately neglect. This shift in attitudes has accompanied the decline in rural population. The media tend to portray rural areas in extremes, depicting either poverty, neglect, and despair, or breath-taking scenery and an idyllic lifestyle. Such conflicting representations feed misconceptions about rural areas. A good example of our neglect is found in rural

IDENTIFIERS- Irrigation; *Return on Investment; Vietnam

Unless disparities in education are addressed, market-oriented reforms in Vietnam will generate inequitable agricultural growth. It is argued that if the marginal gains from investment in physical capital depend positively on knowledge, but a household cannot hire skilled labor to compensate for low skills, then even if it has access to credit, the household will achieve lower returns than an educated household. If, as is common, the income-poor are less well educated because of credit market failure and living in areas with worse access to schooling, then the poor will also have lower returns to investment. This paper tests the argument using the case of irrigation infrastructure in rural Vietnam. It asks how a household's education level and demographics influence the household income gains from irrigating previously non-irrigated land. Analysis of data from the 1992-93 Vietnam Living Standards Survey on 3,849 farm households found that education variables had pronounced and significant positive impacts on crop income. Modeling the determinants of crop income uncovered evidence of strong complementarities between the returns to irrigation and household education, particularly primary education. Simulated effects of increased education indicate that gains would accrue primarily to the poor and would have a strong equalizing effect on the returns to irrigation investment. Implications for rural development strategies are discussed. (Contains 29 references and 8 data tables and figures.) (SV)

ED 444 808 RC 022 608

Boethel, Martha
Collaborative Strategies for Revitalizing Rural Schools and Communities. (Benefits) Squared : The Exponential Results of Linking School Improvement and Community Development, Issue Number Five.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Cooperation; *Community Development; Coordination; Elementary Secondary Education; Improvement Programs; *Program Development; Rural Areas; *Rural Schools; *School Community Programs; *School Community Relationship

Integrated school-community projects benefit both the rural community and the rural school in many ways. On the community side, such projects can stimulate the local economy, improve the quality of life, and strengthen the bonds of community. Schools gain resources and community support for educational initiatives, have the opportunity to develop an academic program rooted in experience, and can help students connect to the roles and responsibilities of adult society. Integrated school-community projects are best pursued through a formally organized collaborative group. Collaborative arrangements give structure to the process of developing an initiative, can help to bridge the factionalism that often arises within a community, provide a forum for airing concerns in a productive way, maintain support and stability during changes in personnel or politics, increase the available pool of resources, and build local capacity for other community development efforts. Eight basic steps in the collaborative process are briefly

Technology in Times of Transition: The 1940s and 1990s" (William A. Blanpied and Jennifer Sue Bond); (2) "U.S. and International Research and Development: Funds and Alliances" (Steven Payson and John E. Jankowski, Jr.); (3) "Science and Engineering Workforce" (R. Keith Wilkinson and Mark C. Regets); (4) "Higher Education in Science and Engineering" (Jean M. Johnson); (5) "Elementary and Secondary Education" (Larry E. Suter and Patricia Butler); (6) "Academic Research and Development: Financial and Personnel Resources, Support for Graduate Education, and Outputs" (Rolf Lehming and Alan Rapoport); (7) "Industry, Technology, and the Global Marketplace" (Lawrence M. Rausch); (8) "Science and Technology: Public Attitudes and Public Understanding" (Melissa Pollak) and (9) "Significance of Information Technologies" (David Cheney and Maria Papadakis). (YDS)

ED 444 832   SE 063 851

Wenk, Laura
Developmental Measures as Evaluation Tools for Inquiry-Based Science Programs.
PUB DATE- 99
NOTE- 9p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (Boston, MA, March 28-31, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Constructivism (Learning); Epistemology; Higher Education; Inquiry; *Lecture Method; Science Instruction; *Scientific Methodology; Scientific Principles

This paper discusses the traditional lecture-based instruction method. Strong experimental evidence suggests that social context affects knowledge construction and depends on prior knowledge. Engagement in the inquiry process using constructivist viewpoints can make the characteristics of science, scientific knowledge, and scientific method easy to understand. This study involves first semester college students (n=90) and compares students whose science programs are project-based and inquiry-oriented to students in traditional science programs. Data collection included Likert scale surveys, and results are presented in three categories: (1) students' epistemology in science; (2) students' methods of justifying decisions; and (3) students' attitudes towards and agency in science. (Contains 11 references.) (YDS)

ED 444 833   SE 063 856

McWilliams, M. Susan
Fostering Wonder in Young Children: Baseline Study of Two First Grade Classrooms.
PUB DATE- 99
NOTE- 14p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (Boston, MA, March 28-31, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Curiosity; Early Childhood Education; Grade 1; Inquiry; Instruction; Primary Education; Science Education; Science Process Skills; *Scientific Literacy; *Teacher Behavior

This study seeks answers for the questions: How do young children

EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Course Descriptions; *Educational Change; Higher Education; *Mathematics Education; Middle Schools; *Pedagogical Content Knowledge; *Preservice Teacher Education; Secondary Education

This paper focuses upon three recently revised preservice, content-specific methods courses: "Teaching of Middle School Mathematics," "Computing Technology in Secondary School Mathematics," and "Teaching of Secondary School Mathematics." Changes in these methods courses better address and build upon preservice teacher beliefs about, and knowledge of, school mathematics, the teaching of mathematics, the assessment of learned mathematics, and the student as learner of mathematics. The authors believe these modifications increase the likelihood of graduates successfully implementing mathematics reform curricula in middle and secondary school classrooms. Three appendixes contain sample materials used in academic courses in mathematics and computing technology (Author/ASK)

ED 444 855 SE 063 981

Pugalee, David K.
Facilitating Change: The Role of Reflection in Pre-Service Mathematics Education.
PUB DATE- 99
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Educational Change; Elementary Secondary Education; Higher Education; Mathematics Education; *Methods Courses; *Preservice Teacher Education; *Reflective Teaching

This paper suggests that if reflection is a powerful vehicle in assisting the individual in grappling with complex ideas and concepts and it facilitates the assimilation of such ideas into a person's belief system, then reflection should be considered an integral part of teacher education programs. This study investigated whether the reflections of preservice teachers enrolled in a K-8 mathematics methods course indicate elements related to change. It is concluded that reflection can be an important part of the methods course. The level of the students' responses and the indications that such activities lead to the development of vital perspectives on the teaching and learning of mathematics would warrant further studies in the area, and would indicate that reflective practices can be an effective agent in facilitating the type of change necessary to support mathematics reform. (Contains 10 references.) (ASK)

ED 444 856 SE 063 983

Leigh-Lancaster, David
Curriculum and Assessment Congruence--Computer Algebra Systems (CAS) in Victoria.
PUB DATE- 00
NOTE- 14p.; Paper presented at the T3 World-Wide Conference (Tokyo, Japan, August 6-8, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)

Letters"; "General Works"; and "Unit Histories." Two appendixes are included: (1) "Prolific Civil War Publishers"; and (2) "A Short List of Civil War Bibliographies." (Contains an index of authors and editors and an index of titles.) (BT)

ED 444 879 SO 030 529

Taylor, Philip
Redcoats and Patriots: Reflective Practice in Drama and Social Studies. Dimensions of Drama Series.
PUB DATE- 98
NOTE- 176p.; Foreword by Cecily O'Neill.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Classroom Communication; *Creative Teaching; *Curriculum Development; Inquiry; *Instructional Innovation; Middle School Students; Middle Schools; *Reflective Teaching; *Social Studies; Teacher Student Relationship
IDENTIFIERS- *Drama in Education; New York City Board of Education; *Reflective Practice

This book describes how one New York City middle school social studies teacher challenged the traditional, textbook-driven curriculum, kindled the students' interest, and ultimately transformed both teaching methods and learning experiences through process drama. Drawing from a blend of narrative reflections and classroom-based research, the book illustrates how the teacher introduced drama into the social studies curriculum, inviting students to become participants in history rather than mere observers of it. The students investigate primary source documents, maintain journals, write letters, reconstruct events through role-play, and create scenes and tableaux. Engaged with the subject and with each other in ways previously unimagined, their curiosity and creativity are aroused as they, along with the teacher, generate a curriculum that reflects their potential and celebrates their strengths. More than just an innovative approach to teaching social studies, the book is the story of a teacher engaged in classroom-based inquiry, critically examining his pedagogical beliefs and practices in response to the realities of his classroom. As the book progresses, readers can see the teacher become empowered as he responds to, and learns from, the questions and challenges posed by his students. (BT)

ED 444 880 SO 030 982

Hayes, Bill, Ed.
The Bill of Rights in Action, 1996-1999.
SPONS. AGENCY- W. M. Keck Foundation, Los Angeles, CA.
PUB DATE- 99
NOTE- 174p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Curriculum Enrichment; Government Role; *Political Issues; *Political Science; Secondary Education; Social Studies; *United States Government (Course); *United States History; *World History
IDENTIFIERS- Bill of Rights; United States Constitution

*Poetry; *Poets; Polish Americans; *Polish Literature; *World Literature
IDENTIFIERS- Fulbright Hays Seminars Abroad Program; *Poland; Polish People

This anthology, of more than 225 short poems by Polish authors, was created to be used in world literature classes in a high school with many first-generation Polish students. The following poets are represented in the anthology: Jan Kochanowski; Franciszek Dionizy Kniaznin; Elzbieta Druzbacka; Antoni Malczewski; Adam Mickiewicz; Juliusz Slowacki; Cyprian Norwid; Wladyslaw Syrokomla; Maria Konopnicka; Jan Kasprowicz; Antoni Lange; Leopold Staff; Boleslaw Lesmian; Julian Tuwim; Jaroslaw Iwaszkiewicz; Maria Pawlikowska; Kazimiera Illakowicz; Antoni Slonimski; Jan Lechon; Konstanty Ildefons Galczynski; Kazimierz Wierzynski; Aleksander Wat; Mieczyslaw Jastrun; Tymoteusz Karpowicz; Zbigniew Herbert; Bogdan Czaykowski; Stanislaw Baranczak; Anna Swirszczynska; Jerzy Ficowski; Janos Pilinsky; Adam Wazyk; Jan Twardowski; Anna Kamienska; Artur Miedzyrzecki; Wiktor Woroszlyski; Urszula Koziol; Ernest Bryll; Leszek A. Moczulski; Julian Kornhauser; Bronislaw Maj; Adam Zagajewski; Ferdous Shahbaz-Adel; Tadeusz Rozewicz; Ewa Lipska; Aleksander Jurewicz; Jan Polkowski; Ryszard Grzyb; Zbigniew Machej; Krzysztof Koehler; Jacek Podsiadlo; Marzena Broda; Czeslaw Milosz; and Wislawa Szymborska. (BT)

ED 444 901 SO 031 453

Chen, Ann
People v. Brunetti: Issues of Homicide, Conspiracy, Gun Control, and the Right to Bear Arms. Official Materials for the California Mock Trial Program.
SPONS. AGENCY- California State Dept. of Education, Sacramento.; California State Bar.
PUB DATE- 98
NOTE- 96p.; Co-sponsored by the California Young Lawyers Association, and the Daily Journal Corporation.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Competition; *Court Litigation; *Gun Control; High Schools; *Homicide; Law Related Education; *School Culture; *Social Problems; Student Participation; *Violence
IDENTIFIERS- Conspiracy; Fourteenth Amendment; *Mock Trials; Second Amendment; United States Constitution

Each year the Constitutional Rights Foundation creates a mock trial that addresses serious matters facing young people. This year the lesson confronts the recent shootings at U.S. schools and the subsequent criminal trials. The nature of such violence and its causes including unresolved peer conflict, questions of responsibility, peer pressure, easy access to firearms, and drug and alcohol abuse are incorporated in a frank and serious manner. The lessons and resources included in the packet offer supplementary methods to address many of the topics contained in "People v. Brunetti." The packet is divided into the following sections: "Program Objectives" (both for students and schools); "Code of Ethics"; "Introduction to the 1998-99 California Mock Trial Program"; "Classroom Materials"; "Introduction to 1998-99 California Mock Competition"; "Fact Situation" (Charges, Evidence, Stipulations); "Pretrial Motion and Constitutional Issue" (Arguments, Sources, Legal Authorities, The Mock Pretrial Motion Hearing); "Witness

NOTE- 144p.; Foreword by John T. Benson.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Standards; *Curriculum Development; Elementary Secondary Education; Interdisciplinary Approach; Program Descriptions; *Service Learning; Social Studies; *Student Participation
IDENTIFIERS- Corporation for National Service; *Wisconsin

Service-learning projects combine community service with student learning in a practical way that enhances academic knowledge and improves community environments and fellowship. This compilation is designed to show the service-learning process in action. The collection presents outstanding examples of successful service-learning projects as described by Wisconsin teachers representing every grade level, numerous disciplines, and a variety of student interests. The volume notes that current research indicates that students who participate in service-learning projects connect learning to their world and achieve better grades. Following an introduction that explains the service-learning process, the collection outlines 14 high school projects, 3 cross-grade-level projects, 4 middle school projects, and 5 elementary school projects. An Appendix lists Wisconsin's model academic standards (relating to the projects) for agricultural education, business, English language arts, environmental education, family and consumer education, health education, information and technology literacy, marketing education, mathematics, music, physical education, science, social studies, technology education, and visual arts. (BT)

ED 444 921 SO 032 079

Benton, Mary
Improving Student Attitudes and Achievement in Art.
PUB DATE- 00
NOTE- 68p.; M.A. Research Project, Saint Xavier University and Skylight Professional Development Program.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Academic Achievement; Action Research; *Art Activities; *Art Products; *Childrens Art; *Classroom Techniques; Grade 8; Junior High Schools; *Student Attitudes; Student Improvement; Student Projects
IDENTIFIERS- *Curriculum Implementation

A program for improving student attitudes and achievement in art was developed and implemented. Targeted population consisted of eighth-grade students (n=28) in a junior high school in a suburban community near a large Midwestern city. The problem of poor attitudes and disinterest in art was documented with student surveys and self assessments, a behavior checklist, and teacher anecdotal records. Analysis of probable cause indicated that students considered art a low priority in their education, leading to poor quality, missing, or late assignments. Review of the research indicated that art is not regarded as a major content area and is overlooked or displaced in the curriculum, and often considered only necessary for the artistically talented. A review of suggested solution strategies, combined with analysis of the problem setting, resulted in the establishment of a professional art gallery to display student work, the matting and framing of student projects, and the connections between prior knowledge, social context, origins of teacher knowledge, and teacher identity. It also takes into account the dynamic nature of constructing teacher identity by analyzing these constructions from multiple perspectives during the final phases in a teacher education program. The paper reveals the construction of teacher identity of one of the participants in the study, a preservice secondary education mathematics teacher. The structure, content, and experiences of the university classroom affected the process of how he began to make the transition from a student identity to that of a first year teacher. (Contains 29 references.) (Author/SM)

ED 444 940   SP 039 391

Marchant, Catherine
In the Middle: Negotiating Multiple Perspectives of School Reform.
PUB DATE- 00
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Change Strategies; Early Childhood Education; *Educational Change; Elementary Secondary Education; *Faculty Development; Self Evaluation (Individuals); Teacher Improvement; Urban Schools
IDENTIFIERS- *Reform Efforts; Reform Strategies

This paper examines the perspective of professional developers as change agents of reform, presenting a self-study of one professional developer/change agent's experiences in an urban school system during the initial year of reform. It highlights obstacles and supports she encountered while working at two early education schools during the project's first 2 years and examines her need for the same kind of deep-seated, reflective, and transformative professional development required of teachers with whom she worked. Ethnographic methods were used to describe her experiences, including field notes of activities and feelings about both sites, monthly invoices, periodic progress reports, minutes from project meetings, documents and artifacts about reform, and notes from a support group meeting for professional developers. The paper concludes with lessons learned that were different from those already reported in other projects. For example, her role as middleman (linking the reformers sponsoring the change to the school teachers and principals) was difficult and complicated her role as coach. Implications for reform include: change is complex, and attention to its process is important; sensitivity to change processes means interrogating one's own and others' assumptions about how learning happens; and professional developers need professional development. (Contains 36 references.) (SM)

ED 444 941   SP 039 392

Kher, Neelam; Lacina-Gifford, Lorna J.; Yandell, Sonya
Preservice Teachers' Knowledge of Effective Classroom Management Strategies: Defiant Behavior.
PUB DATE- 00
NOTE- 8p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28,

*Educational Finance; Educational Legislation; Educational Technology; Elementary Secondary Education; Enrollment Trends; Faculty Development; Financial Support; *Higher Education; Institutional Evaluation; *Institutional Mission; Program Evaluation; Proprietary Schools; State Legislation; Statewide Planning; Student Financial Aid; Tables (Data); *Technical Education

IDENTIFIERS- Affordability; *Missouri; Performance Based Funding

This annual report highlights the actions of the Missouri Coordinating Board for Higher Education and the activities of the Missouri higher education committee. It examines several strategic initiatives undertaken by the state, including: (1) the institutional mission review and enhancement process; (2) MOSTARS (which provides resources and assistance in the areas of student financial assistance; customer service and support; early awareness and outreach; and default prevention and debt management); (3) technology-based delivery systems; (4) postsecondary technical education; (5) the Funding for Results initiative (a results-oriented performance-funding strategy that builds on planning priorities); and (6) efforts to look to the future by the Missouri Commission on the Affordability of Higher Education, the Missouri K-16 Coalition, and the Knight Higher Education Collaborative/College and University President's Roundtable. Appended are data on: academic affairs; funding; legislation; statistics (enrollment trends and degrees conferred); statewide planning; and the proprietary school certification program (including total enrollment of certified schools and completions at certified schools). The report concludes with a listing of Missouri public and independent colleges and universities. (SM)

ED 444 448 HE 033 211

Edwards, Gloria
When Teaching Includes Training.
PUB DATE- 93
NOTE- 16p.; Paper presented at the Annual Conference on the Training and Employment of Graduate Teaching Assistants (4th, Chicago, IL, November 10-13, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Learning; *Computer Uses in Education; *Educational Technology; Elementary Secondary Education; Higher Education; Preservice Teacher Education; Teacher Competencies; Teaching Assistants; Teaching Methods

The ongoing debate over the difference between education and training may soon become totally irrelevant as research continues to suggest increased learning potential, irrespective of discipline, when computer technology is incorporated within learning environments. At the postsecondary level, where adults are amassing and assimilating huge volumes of information, the inclusion of computer technology serves as an anchor of support for learning and contributes to the activation of cognitive instructional strategies. Previous reasons for computer exclusion are no longer justifiable. The current issue may actually be one of knowledge, skill, and manpower, all of which are resolvable by teaching and training teaching assistants (TAs) to incorporate technology within the instructional setting. Raising the knowledge and skill levels of future professors means a direct transfer of knowledge and skills to the teaching environment. It may also mean increased competency stated objectives and ensure student performance. How can teachers optimize available technologies and related content to support classroom efforts? Effective decisions are based on a clear understanding of the challenge or challenges to be addressed, selection of software based on the identified challenge, dedicated classroom usage, and evaluation and implementation modification as required. The 4DIEM Model supports teachers as they engage in selection of technology-based content. This paper identifies five categories of software and Internet-based experiences, i.e., tutorial, drill and practice, simulation, productivity (tools), and informational (tools). The following components of the 4DIEM Model are then detailed: (1) describe the objective; (2) determine the type of software; (3) decide on several appropriate software titles; (3) test drive the software; (5) integrate the software into lesson plans; (6) evaluate its effectiveness regularly; and (7) modify use as needed. Top K-12 reading/language arts and mathematics software providers, as well as top K-12 Internet sites, are listed. (MES)

ED 444 469 IR 020 124

Scappaticci, F. Thomas
Concept Mapping in the Classroom with Inspiration Software.
PUB DATE- 00
NOTE- 6p.; In: Society for Information Technology & Teacher Education International Conference: Proceedings of SITE 2000 (11th, San Diego, California, February 8-12, 2000). Volumes 1-3; see IR 020 112.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Uses in Education; *Concept Mapping; *Concept Teaching; *Courseware; Diagrams; *Knowledge Representation; *Visual Learning

This paper gives an overview of the Inspiration Software, a package that is designed to facilitate the construction and use of concept maps in the classroom. The first section discusses concept mapping, defined as any graphic production that is constructed specifically to represent knowledge. The following basic functions of Inspiration are then summarized: (1) diagramming; (2) rapid fire, i.e., a function that makes it easy to get ideas down as fast as possible; (3) moving a symbol; (4) adding unconnected ideas; (5) changing symbol shapes; (6) drawing a link; (7) adding text to a link; (8) scrolling and magnification; (9) formatting symbol text; (9) printing to fit; (10) switching between diagram and outline views; and (11) importing and installing graphics. (Contains 11 references.) (MES)

ED 444 470 IR 020 125

Wielenga, Douwe
Proving Competence: Integrative Assessment and Web-Based Portfolio System in a Dynamic Curriculum.
PUB DATE- 00
NOTE- 7p.; In: Society for Information Technology & Teacher Education International Conference: Proceedings of SITE 2000 (11th, San Diego, California, February 8-12, 2000). Volumes 1-3; see IR 020 112.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Uses in Education; *Constructivism (Learning); *Curriculum Development; Educational Change; *Educational Technology; Higher Education; *Teacher Education
IDENTIFIERS- *Course Development; Florida Gulf Coast University; *Technology Integration

This paper describes the experience of making changes to an introductory educational technology course at Florida Gulf Coast University, which has just completed developing new curricula for its initial teacher certification programs. Constructed from the ground up and based heavily on research and theory, the new curricula ensure that technology becomes a core element of every course offering in the new program. The changes in the curricula called for equally dramatic changes in the educational technology course. The paper discusses how the course evolved into its present form, cognizant of the unique mission of the university and the College of Education. (Contains 11 references.) (Author/MES)

ED 444 491 IR 020 147

Jin, Seung; Nasara, Abu
Collaborative Team Teaching Approach in a Technology Course.
PUB DATE- 00
NOTE- 7p.; In: Society for Information Technology & Teacher Education International Conference: Proceedings of SITE 2000 (11th, San Diego, California, February 8-12, 2000). Volumes 1-3; see IR 020 112.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Uses in Education; Cooperative Planning; *Educational Technology; Higher Education; Instructional Design; *Instructional Effectiveness; Student Attitudes; *Teacher Collaboration; *Teacher Education; *Team Teaching
IDENTIFIERS- Cleveland State University OH; Technology Integration

This paper describes the collaborative team teaching experience in an educational technology course taught by Cleveland State University (Ohio) faculty. In this study, a collaborative team used a reflective approach from constructivist perspectives and involved students as well as two instructors in planning, conducting, and evaluating processes. The goals of team teaching were to provide each student with opportunities to choose from different instructional styles and formats, to enrich the learning experience by sharing and collaborating, and to facilitate a supportive and constructive environment through in-depth interaction with each student. The purpose of the study was to examine the effectiveness of this collaborative team teaching approach. Surveys, individual/small group interviews, observations, class notes, course evaluations, and student feedback were used to find the students' satisfaction level, the effects of learning, and the significant factors in the team teaching approach. (Author/MES)

ED 444 492 IR 020 148

Leh, Amy S. C.
Teachers' Comfort Level, Confidence, and Attitude toward Technology at a Technology Course.

Laferriere, Therese; Breuleux, Alain; Bracewell, Robert
Collaborative Inquiries into the Networked Classroom.
PUB DATE- 00
NOTE- 7p.; In: Society for Information Technology & Teacher Education International Conference: Proceedings of SITE 2000 (11th, San Diego, California, February 8-12, 2000). Volumes 1-3; see IR 020 112.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Mediated Communication; *Computer Networks; Computer Software; *Cooperative Learning; Faculty Development; Foreign Countries; Higher Education; Information Technology; *Teacher Education
IDENTIFIERS- Laval University (Canada); *Learning Communities; McGill University (Canada)

This paper points to the teacher professional development practices in a networked classroom that become reality with the use of advanced telecollaboration tools such as Virtual-U and KnowledgeForum. Those tools support, extend, and strengthen the establishment of teacher learning communities and their collaborative inquiries. Those inquires are part of larger design experiments aiming at studying teacher learning when deep understanding is the goal of the knowledge-building activities that pre-service, in-service, and teacher education educators engage in. The objectives of the paper are: to described the online information and communication practices of teacher learning communities that are emerging at two of the TL-NCE (TeleLearning Network of Centres of Excellence) sites at McGill University (Quebec) and Laval University (Quebec); and to point to the early converging results of collaborative inquiries that have been carried out into both Anglophone and Francophone networked classrooms. The practices at the TL-NCE sites illustrate the transformative processes underway in teacher education when collaborative use of information and communication technology is made in networked classrooms. Contains 24 references. (MES)

ED 444 512 IR 020 168

Willis, Dee Anna, Ed.
Collected Papers on International Aspects of Teacher Education and Technology.
PUB DATE- 00
NOTE- 140p.; In: Society for Information Technology & Teacher Education International Conference: Proceedings of SITE 2000 (11th, San Diego, California, February 8-12, 2000). Volumes 1-3; see IR 020 112. Duplicate pages in original document not contained in ERIC copy.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - General (020),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Uses in Education; Curriculum Development; *Educational Technology; Elementary Secondary Education; Foreign Countries; *Information Technology; Internet; Postsecondary Education; *Teacher Education; Telecommunications
IDENTIFIERS- Technology Integration; Technology Utilization

This document contains the following papers on international issues in technology and teacher education: "Developing and Researching the International Dimension in Teacher Education and Technology: A SITE Invited Panel" (Niki Davis, Therese

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Computer Attitudes; Computer Uses in Education; *Educational Technology; Elementary Secondary Education; *Information Technology; Rural Schools; *Rural Urban Differences; Tables (Data); *Teacher Attitudes; Teacher Surveys; Urban Schools
IDENTIFIERS- Louisiana; *Technology Implementation; Technology Utilization

This study focuses on the teacher link in the successful implementation of technology in the learning environment and investigates the attitudes toward technology of teachers from three school districts in Louisiana. Differences among school systems, teaching level, gender, and teaching experience are studied. To assess the attitudes of the respondents in the study, the Teacher's Attitude Toward Information Technology (TAT) survey instrument was distributed to the faculties of the Monroe City Schools (an urban system), the Ouachita Parish Schools (an urban/rural system), and the Winn Parish Schools (a rural system). Approximately 500 questionnaires were distributed to the faculty of these systems; of these, 242 were returned. Findings showed that attitudinal differences about technology were present among the teachers representing these systems. The urban system teachers exhibited a better attitude compared to the urban/rural and the rural system. (MES)

ED 444 532 IR 020 188

Beers, Morris I.; Paquette, Karen; Warren, Jennifer M.
Student View of Classroom Technology Use.
PUB DATE- 00
NOTE- 6p.; In: Society for Information Technology & Teacher Education International Conference: Proceedings of SITE 2000 (11th, San Diego, California, February 8-12, 2000). Volumes 1-3; see IR 020 112.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *Computer Uses in Education; *Educational Technology; Elementary Secondary Education; *Information Technology; Inservice Teacher Education; Instructional Effectiveness; Student Surveys; Teacher Surveys; Training; World Wide Web
IDENTIFIERS- Technology Integration; Technology Utilization

Nine schools in a large suburban school district were selected to receive training on the use of information technology. Teachers were trained to use the World Wide Web, create their own Web pages, use Microsoft PowerPoint, and use HyperStudio. Both teachers and a random sample of students were surveyed and interviewed near the end of the year regarding the use of instructional technology in their classrooms. Students seemed to be very aware of the use of technology in their classes. Classroom use of technology varies with grade level grouping (K-2, 3-5, and 6-12). Teacher and student perceptions of how technology is used in the classroom were quite different. The use of computers seems to be greatly affected by location within the school and philosophy of each school, which varied with grade level. (Author/MES)

ED 444 533 IR 020 189

Reehm, Sue P.; Long, Shirley A.
Beyond Computer Literacy: Addressing the Evolution of Technology Standards.
PUB DATE- 00
NOTE- 6p.; In: Society for Information Technology & Teacher Education International Conference: Proceedings of SITE 2000 (11th, San Diego, California, February 8-12, 2000). Volumes 1-3; see IR 020 112.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Computer Literacy; *Computer Uses in Education; *Curriculum Development; *Educational Technology; Higher Education; *State Standards; Student Surveys; *Teacher Education
IDENTIFIERS- Eastern Kentucky University; Kentucky

This paper is a report on findings of a study conducted with the purpose of assessing the level of technology skills of graduate and undergraduate students enrolled in the teacher education program at Eastern Kentucky University. The study revealed both strengths and weaknesses in relation to a new technology standard for teachers recently adopted by the state of Kentucky. A survey focusing on computer skills needed by adult users of computer hardware and software was administered to three cohorts of undergraduate students: (1) all students enrolled in the first course in the language arts sequence for elementary and middle grade majors; (2) all students enrolled in the elementary blocked methods classes; and (3) all students enrolled in middle grades methods classes. Marked differences were found among the three groups. These differences were analyzed and used as a basis for recommended changes in the teacher education program. (MES)

ED 444 554   IR 020 210

Matthew, Kathy, Ed.
Reading, Language Arts & Literacy.
PUB DATE- 00
NOTE- 93p.; In: Society for Information Technology & Teacher Education International Conference: Proceedings of SITE 2000 (11th, San Diego, California, February 8-12, 2000). Volumes 1-3; see IR 020 112. Some figures may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - General (020),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Uses in Education; Distance Education; *Educational Technology; Elementary Secondary Education; English Instruction; Higher Education; *Language Arts; *Literacy; *Reading Instruction; Second Language Instruction; *Teacher Education; Teaching Methods; Writing Instruction
IDENTIFIERS- Technology Integration; *Technology Utilization

This document contains the following papers on educational technology issues related to reading, language arts, and literacy: (1) "The Infusion of Technology into a Teacher Education Course: Issues and Strategies" (Mary Ann Kolloff); (2) "Project READ: Developing Online Course Materials for a Reading Methods Class" (Judith A. Crowe); (3) "Reading Methods Students' Use of a Visual Learning Environment with Elementary Aged Students: Modeling Development and Organization of Written Response to Text" (Kimberly Kimbell-Lopez); (4) "Electronic Portfolios in Reading Methods Courses" (Carla Hagen Piper and kinds of teacher professional development and support. (MES)

ED 444 574 IR 020 230

Abate, Ronald J.; Jin, Seung
Design of the MIMIC Network for Preparing Tomorrow's Teachers.
PUB DATE- 00
NOTE- 7p.; In: Society for Information Technology & Teacher Education International Conference: Proceedings of SITE 2000 (11th, San Diego, California, February 8-12, 2000). Volumes 1-3; see IR 020 112.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Uses in Education; Cooperative Programs; Design Preferences; Educational Technology; Group Dynamics; Higher Education; Information Technology; *Material Development; Preservice Teacher Education; *Teamwork; Telecommunications; World Wide Web
IDENTIFIERS- Design Methodology; *Group Characteristics; Technology Integration; *Web Site Design; Web Sites

This paper provides an overview of the variables critical to the success of an Internet site design. The site under development represents one aspect of dissemination for the Modeling Instruction with Modern Information and Communications Technologies: the MIMIC Project, a U.S. Department of Education Capacity Building Grant. The site focuses on materials useful to the integration of technology into pre-service teacher education programs. Critical to the success of this Internet site is the development environment created to support participant collaboration. This development environment evolved from a variety of approaches established to encourage student and faculty involvement. Assembling the design team is discussed, including the following characteristics of "hot groups": task obsession becomes a state of mind; "we" dominates "I"; the organizational structure is more egalitarian than hierarchical; members do multiple jobs; and the groups are small. The following conditions for an appropriate environment for the design of the Internet site are described: competence; a shared goal; mutual respect, tolerance, and trust; representation; communication; and responsibility. (Contains 12 references.) (MES)

ED 444 575 IR 020 231

Wright, Peter W.
A Best Practices Approach to the Use of Information Technology in Education.
PUB DATE- 00
NOTE- 9p.; In: Society for Information Technology & Teacher Education International Conference: Proceedings of SITE 2000 (11th, San Diego, California, February 8-12, 2000). Volumes 1-3; see IR 020 112.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Information; Computer Security; Computer Uses in Education; Distance Education; *Educational Practices; *Educational Technology; Elementary Secondary Education;

NOTE- 347p.; For the 1999 proceedings, see ED 436 128. Some figures may not reproduce adequately. Sponsored by the AECT Research and Theory Division.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Computer Assisted Instruction; Computer Interfaces; Computer Mediated Communication; Computer Software; *Computer Uses in Education; Continuing Education; Cooperative Learning; *Distance Education; *Educational Technology; Elementary Secondary Education; Higher Education; *Instructional Design; Internet; Multimedia Materials; Telecommunications; World Wide Web
IDENTIFIERS- Technology Integration

Subjects addressed by the 35 papers in this proceedings include: computer-based cooperative, collaborative and individual learning; comparison of students' and teachers' computer affect and behavior effects on performance; effects of headings and computer experience in CBI; use of CSCA to support argumentation skills in legal education; drama's role in multimedia instructional software; metaphorical interfaces' return-on-investment; students learning different cultures through sharing artwork in a telecommunications project; conceptual framework for the construction of multiple perspectives in collaborative environments; evaluation of computer-based training for a university financial system; e-journal forum for school psychologists; language as access to mathematics learning and technology; scholarly electronic journals; designing interaction in learning applications; teaching the introductory course in Instructional Technology; an instrument to measure teachers' attitudes toward use of Web resources in the classroom; integrating NASA Web resources into science instruction; collaborative dissertations; role of scaffolds during project-based learning; impact of the technology course on in-service teachers; effects of learning via Web design approach on students' perception; affecting socially constructed beliefs through narrative simulation; social cognitive constructs of motivation to enhance success in online distance education; a case study on instructional technology in continuing medical education; qualitative research on computer simulation for continuing education in the workplace; computer literacy and persistence in community college; a resource-based learning environment to foster self-directedness in pre-service teachers; impact of information literacy on Web-based learning; theoretical model for study of virtual reality in education; instructional design discourse in mathematical inquiry; estimating reliability of self-reported data for Web-based instruction; survey of doctoral dissertations in educational technology research; impact of technology use in K-12 schools; philosophical inquiry in instructional technology; research issues of motivation in WBI; and role of semantic congruency in design of graphic organizers. (AEF)

ED 444 596 IR 020 261

Sketches of Innovators in Education: A Collection of Articles on Teaching with Technology by Indiana State University Faculty. Second Edition.
PUB DATE- 00
NOTE- 46p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - General (020),Reports - Descriptive

characteristics. The Rhode Island community college system was created in 1960 when the General Assembly sent a bill to Governor Christopher DelSesto to establish three two-year colleges to be built by 1968 for a total cost of $6 million. By 1970, Rhode Island Junior College was the fastest growing college in the state and the largest junior college in New England, with an enrollment of 3,577. For the fall 1999 semester, students in the under-20 age group accounted for 20 percent of the headcount enrollment. Of this age group, 69 percent were full-time students. Since the peak year of 1992 (1,260 transfers), transfers to other colleges in Rhode Island decreased by 142 students or 11 percent. In the fall of 1999, there were 284 continuing, full-time faculty members at the college. For this group, the most common set of characteristics was holding a master's degree, being a full professor, and having been with the college for 15 or more years. The expenditure of the general education funds are classified according to the following five categories: personnel services, operating expenditures, student aid, capital, and other. (JA)

ED 444 616   JC 000 555

Career Placement and Graduate Transfer Report, 1999.
PUB DATE- 00
NOTE- 62p.; Cover title varies.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Transfer Students; Community Colleges; Education Work Relationship; Graduate Surveys; Higher Education; *Job Placement; *Outcomes of Education; *Student Employment; *Transfer Rates (College)
IDENTIFIERS- *Community College of Rhode Island

The document presents the survey results on the employment and continuing status of the 1999 graduates of the Community College of Rhode Island (CCRI). The statistical breakdown reveals that 80.4 percent of the 1999 graduates are employed (48.7 percent full-time), 33.4 percent are continuing their education (11.9 percent full-time), and 4.8 percent continue to seek employment. Data about employment status, educational aspirations, and average salaries are provided for graduates in 27 fields. Of the 196 Business Administration graduates who responded, 108 (55.1%) indicated that they were employed full time. Business Administration graduates had an average annual salary of $29,420 ($14,352-$62,400 range). Among graduates of the Criminal Justice and Legal Studies Program who responded, 82 (61.7%) indicated full-time employment. The program meets the requirements established by many police departments, which mandate successful completion of 60 hours of college course work in law enforcement for consideration for employment. The Liberal Arts degree program is designed for students intending to transfer to baccalaureate degree programs following graduation from CCRI. Graduates transfer most often to Rhode Island College and the University of Rhode Island. Of the 251 graduates of the program who responded, 56 (22.3%) indicated "education full-time," 61 (24.3%) indicated "education full-time/employed part-time," and 71 (28.3%) indicated "employed full-time." Appendices are included. (JA)

ED 444 617   JC 000 556

Simpson, Jim; Head, Linda
Red Hot Tips: Improve Retention in Your Distance Education

Preparing institution's name was formerly the Colorado Community College and Occupational Education System.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Colleges; *Educational Planning; *State Curriculum Guides; *Statewide Planning; Technical Education; Two Year Colleges; Vocational Education
IDENTIFIERS- *Colorado

With the passage of the Carl D. Perkins Vocational and Technical Education Act of 1998, career and technical education in Colorado entered a new era. This monograph presents the five-year plan for the use of federal vocational funds during fiscal years 2000-2005. As one of a series of plans that interrelate and establish a vision for the Colorado Community College and Occupational Education System (CCCOES), this plan is driven by the Board's Cornerstones. To ensure effectiveness, this plan and those eligible recipients receiving resources under this plan must adhere to the Cornerstones which mark the CCCOES: Accessibility, Learning and Learning-Centered, Community Connectedness, and Market Alignment. This report contains the following sections: Introduction to the Plan, which includes an overview and a discussion of the system cornerstones, regional work teams, and research; Planning, Coordination, and Collaboration, which includes information on public hearings and consultation and activities to allow participation in the state planning process; Program Administration, which looks at activities designed to meet or exceed state adjusted levels of performance and how students' academic and technical skills will be improved; Accountability and Evaluation; Special Populations and Other Groups; Tech Prep; and Financial Requirements, which discusses such items as assurances, compliance, and fund allocation. (Contains 12 appendices.) (VWC)

ED 444 637   JC 000 589

Some Perspectives on Transfer Effectiveness in the B.C. Post-Secondary System, 1994. Working Paper.
SPONS. AGENCY- British Columbia Council on Admissions and Transfer, Vancouver.
PUB DATE- 94
NOTE- 95p.; Prepared by the British Columbia Institute of Technology, Strategic Information Research Institute.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *College Admission; College Transfer Students; *Educational Trends; Foreign Countries; Higher Education; *Outcomes of Education; *School Holding Power; *Systems Analysis; Tables (Data); *Transfer Rates (College); Trend Analysis
IDENTIFIERS- *British Columbia

The report summarizes the results of the British Columbia (B.C.) Council on Admissions and Transfer's efforts to define various student flow patterns into and through university colleges and community colleges in British Columbia (Canada). The purpose of this working paper is to provide baseline data to the Council for its use in order to promote transfer effectiveness and access equity. From 1988 to 1990, Grade 12 enrollments grew 1.5 percent; college academic enrollments grew 31.0 percent. In response, students are staying at college longer before transferring and, as a result, transferring more credits into

NOTE- 50p.; Prepared by the University of British Columbia, Office of Budget & Planning. Some tables and figures may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Academic Persistence; College Graduates; *College Transfer Students; Community Colleges; Foreign Countries; *Higher Education; Outcomes of Education; *Student Characteristics; *Transfer Rates (College)
IDENTIFIERS- *British Columbia; Simon Fraser University (Canada); University of British Columbia (Canada)

This report presents the first comprehensive profile of the nearly six-thousand students who entered the University of British Columbia (Canada) as British Columbia (BC) college transfer students between 1992/93 and 1996/97. Section A presents a profile of BC college transfer students by: year of admission, transfer credits, first-year workload, full-time/part-time status, faculty of intended major, degree goal, program of study, age, gender, college, region, and lower mainland public colleges. Section B looks at quality/academic performance of BC college transfer students by: admission percentages; academic performance at admission, and percentages after first, second, and last session; grades in selected courses; and degree completion rate. Section C examines the profile of BC college transfer students who have graduated by: session average for last year; grade point average at admission, and after first, second, and last session; graduation degree specialization; credential awarded; credential awarded and average number of years to complete; and session average for last year. The study is modeled on a similar study first completed by Simon Fraser University in October 1996. Hence report designs and definitions are, as much as possible, intended for comparison with the Simon Fraser study. (VWC)

ED 444 657 JC 000 611

Wilson, Alan; McGuire, Ciel; Conway, Chris
Profile of B.C. College Transfer Students Admitted to the University of Victoria 1994/95 to 1998/99.
SPONS. AGENCY- British Columbia Council on Admissions and Transfer, Vancouver.
PUB DATE- 00
NOTE- 55p.; Prepared by the University of Victoria, Office of Institutional Analysis. Some tables may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Academic Persistence; College Graduates; *College Transfer Students; Community Colleges; Foreign Countries; Higher Education; Outcomes of Education; *Student Characteristics; *Transfer Rates (College)
IDENTIFIERS- *British Columbia; *University of Victoria BC

This report examines the population of college transfer students who entered the University of Victoria (UVic) from 1994/95 to 1998/99. Section A provides a general profile of the 6,912 British Columbia (BC) college transfer students who first registered and commenced studies at UVic in any session between summer 1994 and winter 1998/99. Section B examines the performance of former BC college students at UVic. Like Section A, this section provides a profile of all 6,912 BC college to pursue or not to pursue an associate degree. Only two BC postsecondary institutions have conducted formal studies of the associate degree, resulting in disparate conclusions. Students see the degree as improving their employment prospects, although it is not very useful. Roughly 60% of institutions surveyed promoted the associate degree beyond publishing it in their institutional calendars, and do so through a variety of means. There appears to be no correlation between promotion of the credential and the number of credentials awarded. There is no consistent practice of registering students in an associate degree program. The majority of registrars agreed that it was time for an associate degree review and recommended that a number of aspects be given consideration. (VWC)

ED 444 677 JC 000 637

Guidelines on Minimum Standards for College Technology, Adopted Spring 2000.
PUB DATE- 00
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Community Colleges; *Educational Quality; *Educational Resources; *Educational Technology; Strategic Planning; *Technological Advancement; Two Year Colleges
IDENTIFIERS- *California Community Colleges

The document provides guidelines that cover a comprehensive collection of tools for instructional technology for California community colleges. The Academic Senate strongly supports the concept that state-of-the art equipment and instrumentation are indispensable across the curriculum, especially in vocational areas, for the development of hands-on student skills. Local academic senates should ensure that their technology policies promote the enhancement of instruction for all students and contribute towards reducing the "digital divide." The college should have policies that ensure a college technology plan where the primary driving force is curriculum and instruction and the integration of the college technology plan with the college educational master plan. Every computer should have software to access the library catalogue system. The college should maintain a Web site with adequate server space for the individual faculty pages, class-related pages, department/division pages, and local academic senate pages. Students should have access to computers for on-campus computer instruction, computers for on-campus technology mediated instruction, and computers for computer assignments from any class. There should be an adequate number of classroom/labs with individual student computer stations for hands-on instruction. The college should provide an immediate response system if instruction is delivered online and other types of technology support. (JA)

ED 444 678 JC 000 638

Alternative Calendars: Recommendations and a Progress Report, Adopted April 2000.
PUB DATE- 00
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations)

Knitzer, Jane; Cauthen, Nancy K.

Enhancing and Well-Being of Young Children and Families in the Context of Welfare Reform: Lessons from Early Childhood, TANF, and Family Support Programs.

SPONS. AGENCY- Office of the Assistant Secretary for Planning and Evaluation (DHHS), Washington, DC.

PUB DATE- 99

NOTE- 87p.; "In collaboration with Ellen Kisker."

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Agency Cooperation; *Child Welfare; Children; *Cooperative Planning; Delivery Systems; *Early Childhood Education; *Family Programs; Family (Sociological Unit); Low Income Groups; Partnerships in Education; Program Descriptions; Program Effectiveness; Welfare Recipients; *Well Being

IDENTIFIERS- *Family Support; Program Characteristics; Promising Practices; Temporary Assistance for Needy Families; *Welfare Reform

This report presents findings about emerging approaches to enhance the well-being of young children and families in the context of welfare reform. Information on programs and initiatives was obtained from nomination forms sent to over 300 key informants, including child care officials, Head Start collaboration directors, governors' early childhood policy advisors, national organizations, researchers, and welfare, child welfare, and mental health administrators. Thirty-five programs and initiatives were nominated, 11 of which were studied in depth. In-depth conversations were held with staff from these 11 programs and initiatives, and with policymakers, foundation officers, and others involved with these efforts. The report is organized in four sections. Section 1 sets the context, describing the importance and the challenge of integrating child and family development strategies with welfare policies and practices. Section 2 presents the findings in three parts: (1) describing six overall approaches to integrating child development and family support with welfare reform; (2) analyzing specific strategies that emerged across the sites; and (3) presenting an overview of common themes and concerns. Section 3 of the report offers some reflections and observations based on insights of the informants. Section 4 draws out the implications of the findings and observations for TANF administrators, early childhood program leaders, staff, and others seeking to enhance outcomes for young children and to implement welfare reform effectively. The report's three appendices summarize the characteristics of the programs and initiatives studied, provide profiles of individual programs and initiatives, and list resources for programs and agencies. (Contains approximately 20 references.) (KB)

ED 444 698   PS 028 771

Le Menestrel, Suzanne Miller; Tout, Kathryn; McGroder, Sharon M.; Zaslow, Martha; Moore, Kristin

An Overview and Synthesis of the Project on State-Level Child Outcomes.

SPONS. AGENCY- Edna McConnell Clark Foundation, New York, NY.

PUB DATE- 99

NOTE- 73p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Child Development; *Child Welfare; *Children; Day

Legislation; Guns; Periodicals; Poverty; Public Opinion; *Public Policy; Religious Factors; State Legislation; Violence; *Youth Problems
IDENTIFIERS- Tobacco Settlement 1998; Welfare Reform

These five newsletters comprise volume 20 of "CDF Reports." They discuss concerns related to child advocacy and provide information on problems in children's lives in the United States. Regular features include the editorial column "A Voice for Children"; a status report on federal legislation related to children; descriptions of Children's Defense Fund activities; news from the Black Community Crusade for Children; media tips; field strategies; and summaries of relevant research and reports. Topics covered in the major articles include the following: (1) January--opportunities to invest in children from tobacco settlement monies, Stand for Children Day, and the impact of poverty on children; (2) February--1998 congressional voting record; (3) March--state child care and early education initiatives, public opinion regarding the working poor and initiatives for assistance, and statistics for various negative events in children's lives, incorporating differences for various racial and ethnic categories; (4) April-May--welfare regulations for the 1996 federal welfare legislation, and the annual analysis of the state of America's children; and (5) June-July--the impact of gun violence on children, a tribute to civil rights advocate Mae Bertha Carter, and the Children's Sabbaths initiative. (KB)

ED 444 717   PS 028 799

Colbert, Judith A.
Policies, Procedures and Practices: Bridges between Licensing Requirements and Higher Quality Standards.
PUB DATE- 98
NOTE- 20p.; Paper presented at the Annual Conference of the National Association for the Education of Young Children (Toronto, Ontario, Canada, November 18-21, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Child Caregivers; *Day Care; Day Care Centers; Early Childhood Education; *Educational Improvement; *Educational Policy; *Educational Practices; Government Role; Policy Formation; Quality Control; State Standards
IDENTIFIERS- *Day Care Licensing; *Day Care Quality; Day Care Regulations

Licensing requirements are often regarded as minimum standards that result in only a basic level of care. In fact, the minimum standards that licensing requires can be as high or low as licensing rules permit. Further, in almost all cases, licensing requirements provide a foundation upon which higher standards can be built. The relationship between licensing requirements and higher quality standards can be illustrated by exploring the role of policies, procedures, and practices in child care settings. These serve as mechanisms that permit programs to achieve a certain level of care and to continually raise that level by encouraging best practices on a daily basis. The purpose of this paper is to: (1) show a relationship between licensing requirements and higher quality standards and illustrate how meeting licensing requirements can be a first step toward achieving high quality; (2) distinguish among policies, procedures, and practices and show how they can

Patterns; *Behavior Problems; Change Strategies; *Classroom Techniques; Educational Environment; Interpersonal Competence; *Intervention; Middle School Students; Middle Schools; *Social Behavior; *Student Behavior; Teacher Student Relationship
IDENTIFIERS- Behavior Management

This action research project describes a program for decreasing disruptive behaviors in the classroom and encouraging children to be more respectful of others. The targeted population was sixth- through eighth-grade students in a Midwestern suburb. The problems of disruptive behaviors and lack of respect were documented using teacher and student surveys, teacher checklists, teacher interviews, and anecdotal records. Analysis of probable causes at each site and a review of the literature indicated that several factors contributed to the problems occurring in the classroom, including family environment and attitude, no accountability for certain actions, and adults' lack of respect for others. Interventions included increased school activities involving parents, cooperative learning projects that reinforced appropriate behavior, and a heightened adult awareness of the importance of appropriate modeling and positive discipline. Post-intervention surveys, checklists, interviews, and observations indicated a decrease in disruptive behaviors in the classroom; more time was needed to determine if the decline in disruptive behaviors was a direct result of the intervention strategies. (Three appendices contain surveys and a checklist. Contains 28 references.) (Author/EV)

ED 444 735 PS 028 824

Geiger, Brian F.; Artz, Lynn; Petri, Cynthia J.; Winnail, Scott D.; Mason, J. Walter
Fun with Handwashing Education.
PUB DATE- 00
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Child Health; Class Activities; Communicable Diseases; Disease Control; Early Childhood Education; Habit Formation; *Health Activities; *Health Education; *Hygiene; *Learning Activities; Self Care Skills; *Young Children
IDENTIFIERS- *Handwashing

Noting that primary prevention of contagious diseases includes teaching young children and their caregivers about personal hygiene behavior, this paper presents a lesson for teaching handwashing to young children in preschool and early elementary grades using a variety of fun and low-cost techniques. The learning objectives for the lesson are that students will: identify the five most important times to wash their hands, demonstrate proper handwashing technique, and practice washing their hands correctly at appropriate times during the school day. Materials for the lesson are presented. Methods for the lesson include singing songs, playing games, completing activity sheets, and using guided practice. Assessment criteria are also described. (KB)

ED 444 736 PS 028 825

Colbert, Judith A.
Contextual Factors That Support Developmental Transitions: An International Perspective with Examples from Aboriginal/First

PUB DATE- 98
NOTE- 124p.; For 1997 Data Book, see ED 422 097.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Adolescents; Birth Weight; Child Abuse; *Child Health; Child Neglect; Child Welfare; *Children; Crime; Demography; Dropouts; Early Parenthood; Elementary Secondary Education; Family (Sociological Unit); High School Students; Incidence; Mortality Rate; One Parent Family; *Poverty; Prenatal Care; *Social Indicators; State Surveys; Statistical Surveys; Tables (Data); Trend Analysis; Violence; Welfare Services; *Well Being; Youth Problems
IDENTIFIERS- Arrests; Child Mortality; *Connecticut; *Indicators

This Kids Count data book examines statewide trends in the well-being of Connecticut's children. The report first examines the extent of child poverty in Connecticut, as well as its causes and effects, and suggests some possible courses of action. Following demographic information, the bulk of the report provides a statistical portrait of Connecticut's children based on 14 indicators of well-being: (1) children living in poverty; (2) family setting; (3) children in families receiving welfare benefits; (4) children receiving free or reduced-price meals; (5) low birthweight; (6) infant mortality; (7) prenatal care; (8) births to teen mothers; (9) performance on Connecticut Mastery Test; (10) performance on Connecticut Academic Performance Test; (11) high school dropout rate; (12) juvenile violent crime arrests; (13) child abuse; and (14) teen deaths. Among the findings, the report indicates that increasing numbers of children are living in poverty; the number of children in families receiving welfare benefits has declined; the low birthweight rate has increased; and test performance has improved, as has the dropout rate. Percent of births to teen mothers has remained static. The final portion of the report presents the child well-being information organized by region rather than indicator. An explanation of terms and methodology concludes the report. (HTH)

ED 444 756 PS 028 852

Cunningham, Michelle Doucette
Connecticut's Children: A New Century's Promise. 2000 Data Book.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 99
NOTE- 114p.; For 1998 Data Book, see PS 028 851.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Adolescents; Birth Weight; Child Abuse; *Child Health; Child Neglect; Child Welfare; *Children; Crime; Demography; Dropouts; Early Parenthood; Elementary Secondary Education; Family (Sociological Unit); High School Students; Incidence; Mortality Rate; One Parent Family; *Poverty; Prenatal Care; Preschool Education; *Social Indicators; State Surveys; Statistical Surveys; Tables (Data); Trend Analysis; Violence; Welfare Services; *Well Being; Youth Problems
IDENTIFIERS- Arrests; Child Mortality; *Connecticut; *Indicators

This Kids Count data book examines statewide trends in the well-being of Connecticut's children. The report first examines how well children have faired during the past 100 years in terms of economics, education, health and safety, and race relations, of the community. The model illustrates that social capital is built as it is used. Informal learning interactions help people get to know each other and develop networks. They also build a commitment to the community and people's confidence to act for community benefit. Both quantity and quality of interactions have a role in the development of social capital. Qualitative elements such as shared language, shared experiences, trust, personal development, and identification with the community help build knowledge and identity resources and thus improve the quality of learning interactions. An understanding of the ways in which communities develop and use social capital as they learn will help build resilient rural and regional communities. (Contains 41 references.) (TD)

ED 444 773 RC 022 423

Falk, Ian
Situated Leadership: A New Community Leadership Model. CRLRA Discussion Paper Series.
PUB DATE- 99
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Change Strategies; *Community Development; *Community Leaders; Foreign Countries; Futures (of Society); Informal Education; *Leadership Qualities; Models; Quality of Life; *Rural Areas; Rural Development; *Social Capital; Social Networks
IDENTIFIERS- Australia (Tasmania); Globalization; *Situational Leadership

Rural areas around the world face problems stemming from the globalization of agricultural and other markets, the resulting competitiveness for existing and shifting markets, loss of population, and consequent decline of economic and social infrastructure. Rural communities need to develop the ability to manage change, and this requires engaging in learning processes of both a formal and informal nature. There is a growing recognition that social capital is as important as economic capital in community development. A new model of leadership is needed that fosters social capital by drawing on knowledge and identity resources. Enhanced social relations produce social well-being and cohesion, as shown in a case study of a rural Australian town that revitalized itself through the whole-community activity of producing a huge silk tapestry. Based on 10 lessons gleaned from community development efforts in various U.S. cities, a model of "situated leadership" is postulated. Situated leadership does not flow from a predetermined "right" way to do things, but is determined by the nature of the changing situation at a particular location. The situated leader builds relationships across community sectors to establish common interests; develops relationships from qualities of historicity, externality, reciprocity, trust, and shared values; identifies relevant knowledge and identity resources; connects people with resources to plan futures; ensures the facilitation of networking across groups; and celebrates and documents successes. (Contains 16 references.) (TD)

ED 444 774 RC 022 424

Falk, Ian; Harrison, Lesley
Indicators of Social Capital: Social Capital as the Product of

education. Rural schools are underfunded, and rural students have been neglected in educational studies and viewed from a deficit perspective. The urban model imposed on rural areas has resulted in consolidation, not just of schools, but of governments and farms. Consolidation, whose primary aim has been to save costs while improving rural education, has been described as the single most damaging policy for the quality of schooling and sustainability of rural communities in this century. Consolidation overlooks the wealth of knowledge, sensibility, and history embodied in the relationship between a community and its children, resulting in loss of valuable cultural capital. Successful rural school reform depends on rural community revitalization. Although the great diversity in rural areas complicates defining "rural," the rural life fosters democracy, egalitarianism, and independence, which are foundational ideological elements not only of rural life, but of the United States as a whole. Thus, to preserve rurality is to preserve the foundation of our society. (TD)

ED 444 791 RC 022 582

Fontaine, Carla
Democracy, Schools and Communities.
PUB DATE- 98
NOTE- 13p.; In: Toward Place and Community; see RC 022 580.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060)
DESCRIPTORS- Centralization; Community Control; Consolidated Schools; *Democracy; Educational Change; Elementary Secondary Education; Essays; *Participative Decision Making; Politics of Education; *Public Education; *Rural Schools; *School Community Relationship
IDENTIFIERS- *Sense of Community

Historically, participation in school affairs gave rural people a working knowledge of how democracy functioned. In the late 19th century, power shifted from the voice of the many to the voice of a few, as "expert" opinion increasingly influenced state legislators, governors, and national political leaders. The push to consolidate schools resulted from that thinking. Legislation has undermined the ability of citizens to make decisions at the local level, effectively disenfranchising a populace that had once so spiritedly engaged in local government, education, and community. As rural communities lost their core with the consolidation of their schools, their economic viability also dwindled, resulting in a loss of employment-seeking youth and community identity. Today, citizens are making efforts to exert more local control, as evidenced by the charter school movement and efforts to resist further consolidation of consolidated schools. In a recent Gallup Poll, most respondents wanted public schools to prepare students to be responsible citizens; favored community service as a requirement for graduation from high school; and saw local teachers, not nonlocal leaders such as state legislators, as most committed to local public school improvement. It is possible that local schools and rural communities will thrive once again as concerned citizens exert more influence in the democratic process. (TD)

ED 444 792 RC 022 583

Canniff, Julie G.
On Living Well in Our Place: Earlier Rural Reform Movements.
PUB DATE- 98

described: convening a group, assessing strengths and needs, establishing purposes and priorities, learning to work well together, planning projects, implementing the plans, assessing the results, and sustaining achievements. This Collaborative Action Team process is undergoing testing and refinement at 22 sites in 5 Southwestern states. (SV)

ED 444 809   RC 022 609

Meehan, Merrill L.
Evaluation of the Monongalia County Schools Even Start Program Child Vocabulary Outcomes.
SPONS. AGENCY- Monongalia County Board of Education, Morgantown, WV.
PUB DATE- 99
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Family Literacy; Limited English Speaking; *Preschool Children; Preschool Education; Pretests Posttests; Program Evaluation; Rural Education; Special Needs Students; *Verbal Development; *Vocabulary Development
IDENTIFIERS- *Even Start; Monongalia County Schools WV; *Peabody Picture Vocabulary Test

The Monongalia County (West Virginia) Even Start Program is a comprehensive, rural, home-based family literacy program that provides families with adult literacy education, parenting education, and early childhood education. Although all Even Start programs conduct some home visits, the Monongalia County program is unique in that home visits are the primary service delivery mechanism. Following an overview of the national Even Start program and the Monongalia County program, this report describes an evaluation of program impact on the vocabulary development of child participants. The sample consisted of 32 children with an average age of 4 years, 4 months, and included 5 children for whom English was a second language (ESL) and 10 children with an active individualized education plan (IEP). Even Start staff administered the Peabody Picture Vocabulary Test-III (PPVT-III) to the children on a pretest-posttest basis during the 1998-99 program year. Most children had 7-8 months of program participation. From pretest to posttest, PPVT-III scores increased significantly for the full group and the subgroups. The effect size of the point gain was "moderate" for the full group, "large" for the ESL group, and "very large" for the IEP group. The PPVT-III average age-equivalent score increased 13 months during an average treatment period of 7 months. Therefore, the children in the sample nearly doubled the vocabulary growth expected of them. (Contains 28 references.) (SV)

ED 444 810   RC 022 610

Howley, Craig B.; Smith, Charles R.
An Agenda for Studying Rural School Busing.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 49p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Bus Transportation; Consolidated Schools;

express wonder and curiosity in the classroom culture? and How do teachers of young children foster wonder and curiosity? Teacher behavior has an effect on students, fostering students' curiosity and wonder or the opposite. This study also explores the efficiency of an observation instrument used to assess the state of wonder and curiosity. In young children, wonder is highly inherited and for adults in certain professions like scientists and artists, highly valued and cultivated. (Contains 47 references.) (YDS)

ED 444 834 SE 063 865

Rocha dos Reis, Pedro
The Discussion of Biotechnology Controversial Issues--An Exploratory Study about Its Potentialities.
PUB DATE- 00
NOTE- 6p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (Boston, MA, March 28-31, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Biotechnology; *Cognitive Development; *Controversial Issues (Course Content); Elementary Secondary Education; Foreign Countries; *Genetics; Social Psychology; Thinking Skills

This paper describes a qualitative research that used small group discussion activities centered in biotechnology and genetics controversies as a contribution to the promotion of students' thinking tools. Students' written conclusions and reflections about the activities, teachers' interviews, participant observation of the classes, and their transcripts constituted the data sources for this study. Some implementation results of such activities stressed the importance of social interactions and sociocognitive conflicts on children's cognitive, social and affective development. Teachers and pupils involved in this study thought that the actualness and controversy of genetic engineering related issues, associated with a class climate of interaction, respect and tolerance, fostered student learning and enthusiasm for classroom activities. Students that normally had a poor engagement on classroom activities enrolled actively in the debate. This study intends to be a starting point to more investigations. (Author)

ED 444 835 SE 063 867

Saunders, Georgianna L.; Cavallo, Ann L.; Abraham, Michael R.
Relationships among Epistemological Beliefs, Gender, Approaches to Learning, and Implementation of Instruction in Chemistry Laboratory.
PUB DATE- 99
NOTE- 10p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (Boston, MA, March 28-31, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attitudes; Chemistry; *Epistemology; Higher Education; *Inquiry; Learning Processes; Science Curriculum; *Science Laboratories; Science Process Skills

This paper focuses on the process of knowledge formation and scientific inquiry. Science laboratory settings may provide

DESCRIPTORS- *Algebra; Computer Uses in Education; Educational
  Technology; Grade 12; *Graphing Calculators; High Schools;
  Mathematics Curriculum; *Mathematics Instruction; *Testing
IDENTIFIERS- *Australia (Victoria)

Students undertaking mathematics courses in their final year of secondary education in Victoria are assessed using a combination of school based coursework assessment and examinations. Over the last decade, students have used technology such as graphics calculators, statistical software, spreadsheets, and computer algebra systems (CAS) extensively in tackling extended investigative, problem solving, and modeling tasks as part of their school based assessment. The use of graphics calculators has been permitted in calculator neutral mathematics examinations since 1997, while from 2000, these examinations will be set with assumed student access to an approved graphics calculator and will also include some calculator active questions. This development has been supported by the implementation in 2000 of a revised senior mathematics study that includes a technology active learning outcome for all mathematics courses. The University of Melbourne, in partnership with Board of Studies, Victoria, and three calculator companies, has received a major Commonwealth government 3-year research grant 2000 - 2 to undertake a pilot study (http://www.edfac.unimelb.edu.au/DSME/CAS-CAT) for a CAS active mathematics course and corresponding CAS active examinations, and to plan for its possible accreditation within a revised mathematics study. Congruence between curriculum, pedagogy, assessment, and values is a key issue for the related discourse. Some important connections between these elements and associated issues for systems and policymakers are discussed. (Contains 18 references.) (Author/ASK)

ED 444 857   SE 063 984

Laughbaum, Edward D.
Enhancing Mathematical Concepts through Leading Questions and
  Hand-Held Data Collection Tools.
PUB DATE- 00
NOTE- 7p.; Paper presented at the T3 World-Wide Conference
  (Tokyo, Japan, August 6-8, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
  Classroom Use - Teaching Guides (For Teacher) (052),Speeches,
  Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Calculus; Educational Technology; *Graphing
  Calculators; *Mathematical Models; Mathematics Activities;
  *Mathematics Instruction; Secondary Education; Secondary School
  Mathematics

Hand-held data collection technology allows for access to real-world data collection--at any other time and almost any place. Is the use of data and its collection desirable to the mathematical learning process? The answer is a resounding yes! Not only can significant mathematical ideas be taught in the process; colleagues are also helped in the sciences. When done correctly, students actively involved in the data collection process take ownership of the data and of the mathematical learning that follow. Ownership, in turn, leads to understanding a key component that may be missing in traditional instruction. Students and teachers must know how to use the software and follow proper data collection techniques. Both of these can be learned with practice in doing data collection. There are marvelous opportunities to collaborate with a science teacher. Data collection is a learned skill, and

These newsletter volumes deal with topics in U.S. history, world history, and U.S. government relating to the Bill of Rights. The newsletters present background information for classroom reading, in some instances provide a list of topical issues, and offer activities for discussion and writing. Some of the topics considered in the newsletters are: political scandals, the National Endowment for the Arts, the Romanovs, the separation of church and state, welfare, the Aztec Empire, origins of Islamic law, the Napoleonic Code, bombing civilians in World War 2, and censoring the Internet. (BT)

ED 444 881   SO 031 044

Making Sense of Census 2000. Teaching Guide . Grades K-4.
PUB DATE- 99
NOTE- 28p.; For teaching guides grades 5-12, see SO 031 045-046 and SO 031 863-867.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Census Figures; Curriculum Enrichment; *Demography; Elementary Education; *Government Role; Maps; *Social Studies; Teaching Guides; *Thinking Skills
IDENTIFIERS- Bureau of the Census; *Census 2000

The United States Census Bureau's mission is to be the preeminent collector and provider of timely, relevant, and quality data about the nation's people and economy. The Census 2000 teaching guide (grades K-4) aims to help teachers bring the census to life for students. The guide outlines skills that correlate with national standards; fulfills curriculum requirements; demonstrates the importance and the many benefits of the census; and shows how to navigate the U.S. Census Bureau Web site. A model census helps students work with mathematics concepts, explore the idea of community, and learn basic map skills. The K-4 guide is divided into the following sections: Map Literacy (Geography/Math/Civics and Government); Lesson 1: Greater States (Reading Map Keys/Comparing Mathematical Values); Lesson 2: Kids Count (Reading a Special Purpose Map/Using Place Value); Community Involvement (Civics and Government/Art/Language Arts/Geography); Lesson 3: Where You Belong/Group Needs (Recognizing Relationships); Lesson 4: Questions for Today/Picture Tomorrow (Thinking Creatively/Collecting Information); Managing Data (Art/Math/Civics and Government); Lesson 5: My Favorite Birthday/Party Plan (Using Charts and Graphs); Lesson 6: Getting There (Using Charts and Graphs/Computing Whole Numbers); and Additional Resources/State Population Chart. (BT)

ED 444 882   SO 031 045

Making Sense of Census 2000. Teaching Guide . Grades 5-8.
PUB DATE- 99
NOTE- 31p.; For teaching guides grades K-4 and 9-12, see SO 031 044-046 and SO 031 863-867.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Census Figures; Curriculum Enrichment; *Demography; *Government Role; Intermediate Grades; Junior High Schools; Maps; *Social Studies; Teaching Guides; *Thinking Skills
IDENTIFIERS- Bureau of the Census; *Census 2000

The United States Census Bureau's mission is to be the preeminent

Statements" (Official Diagrams); "The Form and Substance of a Trial"; "Team Role Descriptions"; "Procedures for Presenting a Mock Trial Case"; "Diagram: A Typical Courtroom"; "Mock Trial Simplified Rules of Evidence" (Allowable Evidentiary Objections, Summary of Allowable Objections for the 1998-99 Mock Trial); and "Official Judge, Scorer and Teacher Information Packet" (Teacher's Packet Lesson Plans, Rules of Competition, Order of Events, Judge and Attorney Instructions, Judge's Narrative for Trial Instruction, Scoring Materials, Forms). (BT)

ED 444 902   SO 031 454

Degelman, Charles, Ed.; Hayes, Bill, Ed.
Technology and Service Learning.
SPONS. AGENCY- Ford Foundation, New York, NY.
PUB DATE- 98
NOTE- 23p.; Published twice a year. Theme issue.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Cooperative Learning; Curriculum Enrichment; Elementary Secondary Education; *Information Technology; Internet; *Service Learning; Social Studies; *Student Participation; World Wide Web
IDENTIFIERS- *Technology Integration; *Web Sites

This issue of "Service-Learning Network" explores some useful applications of technology to service learning. In the classroom, technology, computers, and the Internet can stimulate activity and cooperative learning while they forge links between curriculum and community. Articles in this issue are: "Service Learning on the Information Superhighway" (Bonnie Bracey) and "Building a School Web Site" (Mary C. Argandona). The Profiles section describes several technology-oriented service learning projects, while the Review Corner explores a procedural guide and two software programs for setting up Web pages. (BT)

ED 444 903   SO 031 455

Degelman, Charles, Ed.
Curriculum, Community, and the Arts.
SPONS. AGENCY- Ford Foundation, New York, NY.
PUB DATE- 98
NOTE- 24p.; Published twice a year. Theme issue.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Art Education; Curriculum Enrichment; *Ecology; Elementary Secondary Education; *Interdisciplinary Approach; *Service Learning

This issue of "Service-Learning Network" looks at how the arts skills strengthen interdisciplinary learning and reach beyond the classroom to form meaningful connections between students, the curriculum, and service-learning communities. Articles include "Art and Service Learning: Connection within a Community of Shared Experience" (Sarah Graham Petto), which discusses how students can integrate their curriculum with a primary function of art and apply both to community projects; and "Beyond School Walls" (Ushma Shah), which offers several examples of how the arts can help link service projects to classroom study. The Profiles section describes two effective service-learning projects that integrate curriculum, community, and the arts, while the Technology section features a list of creation of student portfolios. The program also included new lessons geared to be meaningful and relevant for students. Activities and discussion topics were developed to communicate to students that art is not only for the artistically talented. A description of the art program and its importance in their children's well rounded education was presented to parents at an open house. Post-intervention data indicated that more students exhibited an interest in art and gave the subject a higher priority in their education. Research is necessary to determine whether improved attitudes and achievement are a result of the intervention. (Contains 17 tables of data and 29 references. Eleven appendixes contain forms, surveys, letters, and assignments.) (BT)

ED 444 922   SO 032 082

Roberts, Brian A., Ed.
Connect, Combine, Communicate: Revitalizing the Arts in Canadian Schools. Selected Papers from the National Symposium on Arts Education (Cape Breton, Sydney, Nova Scotia, Canada, August 1997).
SPONS. AGENCY- Canada Council, Ottawa (Ontario).
PUB DATE- 98
NOTE- 260p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - Proceedings (021)
DESCRIPTORS- *Art Education; Curriculum Development; Educational Research; Elementary Secondary Education; *Fine Arts; Foreign Countries; *Music Education; Partnerships in Education; Teacher Education
IDENTIFIERS- *Canada

The National Symposium on Arts Education 1997 provided an opportunity for arts educators, professional artists, and representatives from government agencies to discuss common concerns and to develop strategies for strengthening the arts in Canadian schools. This collection of papers from the symposium addresses many questions about the future of arts education in Canada. Following an opening address by Eric Favaro, "Paving the Way for a New Vision for Arts Education in Canada," the collection contains these papers: (1) "Judging the Effectiveness of an Arts Curriculum" (Eleanor Newman); (2) "Creative Synergy: Story and Music" (Linda Cameron; Lee Bartel); (3) "Music Education and Intercultural Education: About Musical Cultures in the Classroom" (Nicole Carignan); (4) "Saskatchewan's Arts Education Curriculum: History and Implementation" (Elaine Hanson; Jeff Bush; Nancy Browne); (5) "Music in the Primary Grades: The Natural Link to Literacy" (Amanda Montgomery); (6) "Learning, Teaching, and Assessment in Fine Arts" (Lorraine Muise); (7) "The Case for a Multidisciplinary Arts Education Curriculum" (Pat Richards; Dianne Milligan); (8) "Canadian Content in Music Curriculum: Policy and Practice" (Patricia Shand; Lee Bartel); (9) "Transformative Learning through the Arts: A New Voice in Education" (Lee Willingham); (10) "Pre-Service and In-Service Teacher Education in the Arts: Toward a National Agenda" (Rena Upitis); (11) "Collaboration, Integration, and the Learning Curve" (Lynette Fast; Rodger Beatty); (12) "Challenges to Canadian Teacher Education in the Arts" (Betty Hanley); (13) "The Creative Act: Researching Lived Experience" (Ruth Prescesky; Miriam Cooley); (14) "Teacher Development and Elementary Arts Education" (Katherine Smithrim; Rena Upitis); (15) "Partners in the Arts: The Orchestra as Community

2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Behavior Problems; *Classroom Techniques; *Discipline; Elementary Secondary Education; Higher Education; Knowledge Level; Preservice Teacher Education; *Student Behavior; Student Teachers
IDENTIFIERS- Behavior Management

This study identified preservice teachers' knowledge about effective and ineffective classroom management strategies for defiant behavior. Data in the form of extended written responses were obtained from student teachers in a rural, southern teacher education program at the end of their student teaching experience in the spring semester. Participants were asked to generate classroom management strategies in response to hypothetical problems that occurred in the classroom, discussing strategies they would use in handling two hypothetical vignettes of defiant behavior and specific strategies that might not work. Data analysis indicated that student teachers' reported strategies for both vignettes were more similar than different. They most frequently reported that they would send the student to the office, give verbal directives to stop the behavior, lecture or reprimand, talk to both students separately, and involve the principal or parents. Strategies they typically considered ineffective included yelling or screaming at the students or threatening punishment. What was absent from the student teachers' responses were proactive measures to prevent such behavior or attempts to socialize the students to cooperate with learning goals. (SM)

ED 444 942 SP 039 393

Rowe, Barry W.
The Influence of Teacher Efficacy and Readiness for Self-Directed Learning on the Implementation of a Growth-Oriented Teacher Performance Appraisal Process.
PUB DATE- 00
NOTE- 43p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; Evaluation Methods; Faculty Development; Foreign Countries; *Independent Study; Performance Based Assessment; Teacher Attitudes; *Teacher Effectiveness; *Teacher Evaluation; Teacher Improvement; Teachers
IDENTIFIERS- Newfoundland

This study analyzed the implementation of a teacher performance appraisal process that encourages self-directed learning (SDL), highlighting the extent to which teacher efficacy (TE) influenced the its success. The study also examined whether lack of readiness for SDL was an implementation obstacle. Finally, it noted other barriers and obstacles to full implementation of a teacher performance appraisal policy in one Newfoundland school district. The researcher analyzed current literature dealing with teacher professional growth, teacher performance appraisal, TE, and SDL in an attempt to isolate barriers to full implementation of a teacher performance appraisal process that encourages SDL. The study analyzed the for conducting research, which is expedited by using technology. When the instructional setting for TAs also becomes a training ground for utilizing technology, the first step will have been undertaken toward building a solid partnership between education and training. This is no longer an option. It is a necessary requirement for preparing the next generation of professors for successful futures. (Contains 46 references.) (Author/SM)

ED 444 449 IR 020 086

Connecting the Crossroads, NECC 2000: National Educational Computing Conference Proceedings (21st, Atlanta, Georgia, June 26-28, 2000).
PUB DATE- 00
NOTE- 542p.; For selected individual papers, see IR 020 087-093.
LANGUAGE- English
EDRS Price- MF02/PC22 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Conferences; Education; Elementary Secondary Education; *National Organizations; *National Programs; Organizations (Groups); Workshops

This document contains the proceedings of the National Educational Computing Conference (NECC) 2000. It includes the advance program and registration materials for the NECC. Major themes of NECC 2000 include: connecting technology to teaching and learning; staying connected with professional development; moving beyond the crossroads; teachers as agents for change; connected communities: schools, businesses, and resources; and beyond the crossroads: where do we go from here? The following information is provided: a schedule of events; profiles of keynote speakers; event highlights; descriptions of workshops; and the educational program, including concurrent sessions, papers and posters, and "make and take" sessions. Also listed are the NECC 2000 Conference Committee and Program Committee, exhibitors, tours, and National Educational Computing Association (NECA) board of directors, membership, and societies. Registration information, travel/transportation, and housing reservation materials, tours, workshops, sessions/breakouts, speaker index, NECC 2000 conference and program committees, NECA Board, member society representatives/staff, and special acknowledgments are also included. (AEF)

ED 444 450 IR 020 087

Al-Haddad, Hisham; Little, Mike
Interactive Computer Models for Science Education. Research Paper: Connecting Technology to Teaching and Learning.
PUB DATE- 00
NOTE- 6p.; Connecting the Crossroads, NECC 2000: National Educational Computing Conference Proceedings (Atlanta, GA, June 26-28, 2000); see IR 020 086.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; Computer Uses in Education; Educational Development; Educational Resources; High Schools; Instructional Innovation; Instructional Materials; Multimedia Materials; Rural Areas; *Science Education; State Aid; *Teaching Models
IDENTIFIERS- West Virginia

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Uses in Education; Foreign Countries; Higher Education; Learning Processes; *Meta Analysis; *Portfolio Assessment; Program Development; Role; *Student Evaluation; Teacher Competencies; *Teacher Education; World Wide Web
IDENTIFIERS- Authentic Assessment; *Authentic Learning

Since 1997, the Amsterdam Faculty of Education (EFA) has been officially recognized as a center for experimental teacher education. This paper describes the development of an assessment system and a World Wide Web-based portfolio system to help students take responsibility for their learning and their competence at three consecutive integrative assessments. The introduction provides background on the EFA and summarizes three ideas that provide the basis for the program: students need to be capable of managing change; students need to be given responsibility; and students have a considerable degree of freedom in filling out the details for their own learning processes. The central concept of meaningful learning is discussed in the second section, including authentic learning in professional education and the phases of the learning process (i.e., orientation, planning, execution, and evaluation). The third section describes program facilities in relation to these learning processes. The following program facilities are presented in detail in the fourth section: (1) orientation (the role of competency descriptions and moments of integrative assessment); (2) planning (the role of contracts); (3) execution (learning practices and the role of resources and metawork); and (4) evaluation (the role of the portfolio). (MES)

ED 444 471 IR 020 126

Miltiadou, Marios; McIsaac, Marina S.
Problems and Practical Solutions of Web-Based Courses: Lessons Learned from Three Educational Institutions.
PUB DATE- 00
NOTE- 7p.; In: Society for Information Technology & Teacher Education International Conference: Proceedings of SITE 2000 (11th, San Diego, California, February 8-12, 2000). Volumes 1-3; see IR 020 112.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community Colleges; Computer Uses in Education; *Distance Education; *Educational Technology; Educational Theories; Higher Education; *Instructional Design; *Interaction; Student Motivation; Two Year Colleges; *World Wide Web
IDENTIFIERS- Arizona (Phoenix); *Course Development; *Online Courses

The purpose of this paper is to review problems encountered in World Wide Web-based courses delivered at three different educational institutions (i.e., two community colleges and a university) in the metropolitan Phoenix (Arizona) area. Implications are discussed based on distance education theories of interaction. Interaction is a vital issue to the design of online courses. Further inquiry that sheds light on online students' motivational characteristics and organizational skills is vital in order to empower educators to design instructionally sound courses and students to benefit from them. Results would also aid academic administrators to predict

PUB DATE- 00
NOTE- 6p.; In: Society for Information Technology & Teacher Education International Conference: Proceedings of SITE 2000 (11th, San Diego, California, February 8-12, 2000). Volumes 1-3; see IR 020 112.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attitude Change; Comparative Analysis; Computer Attitudes; *Computer Uses in Education; *Educational Technology; Inservice Teacher Education; Postsecondary Education; Student Attitudes; Student Surveys; *Teacher Attitudes
IDENTIFIERS- *Technology Integration

This study examined the impact of a technology course on in-service teachers. Teachers' comfort level, beliefs, confidence, and attitude toward the use of technology were investigated. The impact of the course with different degrees of technology integration was also researched. The results indicate that the course increased students' comfort level, confidence, and attitude toward the use of technology. The findings also indicate that no significant difference was found on comfort level, confidence, and attitude between the two groups who had different degrees of emphasis on technology integration. (Author/MES)

ED 444 493 IR 020 149

Gurbuz, Tarkan; Yildirim, I. Soner; Ozden, M. Yasar
A Comparison of Student-Teachers' Attitudes toward Computers in On-Line and Traditional Computer Literacy Courses: A Case Study.
PUB DATE- 00
NOTE- 7p.; In: Society for Information Technology & Teacher Education International Conference: Proceedings of SITE 2000 (11th, San Diego, California, February 8-12, 2000). Volumes 1-3; see IR 020 112.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attitude Change; Case Studies; Comparative Analysis; *Computer Attitudes; *Computer Literacy; Computer Science Education; Conventional Instruction; Distance Education; Educational Technology; Foreign Countries; Higher Education; Instructional Effectiveness; Intermode Differences; Predictor Variables; Preservice Teacher Education; *Student Teacher Attitudes; *Student Teachers
IDENTIFIERS- Middle East Technical University; Turkey

This study examined the effect of two computer literacy courses (one was offered online, and the other was offered through traditional methods) at the Middle East Technical University (Turkey). The two courses were compared in terms of their effectiveness on computer attitudes of student-teachers. The study also explored the other factors that contributed to changes in attitudes of the student teachers. The study used data from 209 (147 female, 62 male) student-teachers, of whom 69 attended the online course and 140 attended the traditional computer literacy course. Findings indicated that there is a combined effect of gender, computer literacy course type, whether any computer-related course was taken before, previous computer attitude, and possession of home computer on student-teachers' post-attitude towards computers. Follow-up study results also supported the results related to student-teachers'

Laferriere, Bridget Somekh, Wim Veen, and Jerry Willis); "Integrating ICT into the Curriculum: A Case Study of the Irish 'North South' Project" (Roger Austin and Jane Smyth); "A Modular Approach to Education" (Bruce Elson and Alan Phelan); "Information and Communications Technology: Teachers' and Students' Preconceptions and the Implications for Teacher Education" (D.J. Clare and J.L. Blackwell); "Promoting Collaboration in a European Context Using Multimedia and the World Wide Web" (Brian Hudson, David Owen, Alison Hudson, Eila Jeronen, and Peter Schurz); "Towards a New Curriculum for Pre-Service Teacher Education: A Response to the Challenge of the Information Age" (Marco Snoek, Douwe Wielenga, Karel Aardse, and Joke Voogt); "Preparing Student Teachers to Use ICT at Secondary School: A Course Designed at the University of Zuerich" (Wilfrid Kuster and Fortunat Schmid); "Dialogue of Teachers and Students on the Internet in Poland of the Nineties in the Context of Moulding the Creative Vital Orientations by E. Fromm" (Jacek Gornikiewicz); "Romanian Internet Learning Workshop: Building an International Community of Experts on Learning in the Internet" (Nicolae Nistor, Mihai Jalobeanu, Susan English); "The Teacher's Attitudes towards Computers in Education of Young Children" (Tamara Pribisev and Sanja Cvijic Vuckovic); "A Discussion on Integration of Educational Technology into Turkish Educational System: Is It a Tool or Aim?" (Selcuk Ozdemyr); "What Computer Education & Instructional Technology Means to Pre-Service Teachers: A Case Study of a Turkish State University" (Omer Delyalyodlu); "Furnishing Turkish Preservice Teachers with IT Skills: Hope or Hype?" (Soner Yildirim); "Preservice Teachers' Perceptions of Computer: Time Dependent Computer Attitude Survey" (Ask n Asan); "Ukrainian Teacher Education in Transition: What Role Can Technology Play?" (Valentyna Kolomiyets); "Teacher Education in Russia: History and Transition" (Ludmila Gombozhabon); "The Experience of a Teacher Educator in the Use of IT in Primary Classrooms" (Winnie So Wing-Mui, Vincent Hung Hing-Keung, Jacky Pow Wai-Cheong); "Gender-Related Differences in Computer Anxiety among Technological College Students in Taiwan" (Shwu-Yong L. Huang and Liu Yeon-Chaw); "The In-Service Training Programs for Primary School Teachers To Use Information Technology in Australia and in Taiwan" (Min-Jin Lin and Ching-Dar Lin); "Teachers Readiness in Using Computers in Classroom--A Study in Malaysia" (Haryani Haron and Sharifah Muzlia Syed Mustafa); "Advocating Reflective Learning in a Teacher Training Program" (Soo-Lin Teh and Fitri Suraya Mohamad); "Distance Education Based on Computer Networks in Chile Universidad de Concepcion A Special Case" (Jose Duran Reyes and Maria Ines Solar Rodriguez); "Telematics in Professional Training: New Horizons and Possibilities" (Airton Cattani); "The Integration University--School in the Development of Collaborative Projects through Internet" (Gisela E.T. de Clunie, Damaris Gonzalez, and Zenith Hernandez); "Teachers and Trainee Teacher Perceptions about Information and Communication Technology Tools During a Multicultural European Activity" (Adriane Pierrou and Christian Bessiere). Individual papers contain references. (MES)

ED 444 513   IR 020 169

Connell, Michael L., Ed.
Collected Papers on Mathematics.
PUB DATE- 00
NOTE- 109p.; In: Society for Information Technology & Teacher Education International Conference: Proceedings of SITE 2000 (11th, San Diego, California, February 8-12, 2000). Volumes 1-

Greene, Melanie W.; Zimmerman, Sara Olin
The Effects of Fifth Dimension on Preservice Teacher Beliefs.
PUB DATE- 00
NOTE- 6p.; In: Society for Information Technology & Teacher Education International Conference: Proceedings of SITE 2000 (11th, San Diego, California, February 8-12, 2000). Volumes 1-3; see IR 020 112.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attitude Change; *Beliefs; *Computer Uses in Education; Educational Technology; Elementary Secondary Education; Higher Education; *Learning Processes; Preservice Teacher Education; Pretests Posttests; *Teacher Attitudes; Teacher Surveys; *Teaching Methods

This research report summarizes the results of a study conducted on a group of undergraduates enrolled in an introductory preservice teacher education course. In this study, participants were asked to respond to an open-ended instrument to determine their conceptions about teaching and learning before and after a field experience with public school children enrolled in the Fifth Dimension, a program that operates in school computer labs during the afterschool hours. The pretest/posttest question "What is learning?" addressed the following categories of learning: passive/receptive; active; active and social; active and passive (combination); combination and social; constructing knowledge; and social only. The pretest/posttest question "What is teaching?" addressed the following categories of teaching: telling/transmission; helping; sharing; strategies; making children understand; collaboration; zone of proximal development; and creating an environment. Findings indicate the beliefs of preservice teachers change as a result of working in this technology rich environment. (Contains 18 references.) (MES)

ED 444 534   IR 020 190

Misanci, Muge
Instructional Software Evaluation Criteria Used by the Teachers: Implications from Theory to Practice.
PUB DATE- 00
NOTE- 6p.; In: Society for Information Technology & Teacher Education International Conference: Proceedings of SITE 2000 (11th, San Diego, California, February 8-12, 2000). Volumes 1-3; see IR 020 112.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Assisted Instruction; *Computer Software Evaluation; Computer Software Selection; *Courseware; Elementary Secondary Education; *Evaluation Criteria; Foreign Countries; *Multimedia Materials; Teacher Surveys; Theory Practice Relationship
IDENTIFIERS- Turkey

This study examined the perceptions of basic education school teachers in Turkey to the educational software evaluation criteria, developed for the acquisition of multimedia instructional software by the Turkish Ministry of National Education, from the viewpoint of actual users. Data were collected through structured interviews, group discussions, and participant observation. The findings indicate that

Susan Eskridge); (5) "A Study of the Effectiveness of Using Computers To Assess the Phonic Knowledge of Preservice Teachers" (George F. Canney and John C. Davis); (6) "Empowering Masters Students To Become Researchers: An Australian Case Study" (Cristina Poyatos Matas); (7) "Delivering a Distance Education Graduate and Professional Development Program: Integrating Multiple Technologies" (Nedra A. Crow and Joan P. Sebastian); (8) "Creating Technology Workshops for Modern Language Professors" (Lorraine Williams); (9) "Educating Foreign Language Teachers in Instructional Technology: A Report on Faculty Development at the University of South Carolina" (Jessamine Cooke-Plagwitz); (10) "Fostering Divergent Thinking in the Mandarin Language Classroom through IT-Enhanced DRTA" (Jackie Jing-Fong Hsu, Yin Mei Wong, and Der-Thanq Chen); (11) "Learning on the Web or Learning through the Web" (Fabienne Gerard and Mark Newmark); (12) "I-Maestro: Adaptive Writing Instruction via the Internet" (Thomas N. Meyer, Kurt Steuck, Todd M. Miller, Monika Kretschmer, and D'Anne Redmon); (13) "The Professor, the Bookie, and Technology: A Terrific Trio for Developmental Reading and Writing Students" (Rose Yesu and Jennifer Rudolph); (14) "Writing in 3-D: Using Simultaneous Media To Enhance the Quality of Student Writing" (Lawrence Baines); (15) "Technology: The Answer to Early Literacy Success in the New Millennium" (Jean M. Casey). (Contains 116 references.) (MES)

ED 444 555 IR 020 211

Roach, Linda E., Ed.
Science.
PUB DATE- 00
NOTE- 106p.; In: Society for Information Technology & Teacher Education International Conference: Proceedings of SITE 2000 (11th, San Diego, California, February 8-12, 2000). Volumes 1-3; see IR 020 112. Some figures may not reproduce clearly. Selected papers sponsored by the National Science Foundation, the Italian Ministry of Education and National Council of Research, the Spencer Research Training program at the University of Michigan, the Charles Hayden Foundation, the Pfizer Foundation, the Greenwall Foundation, the Gilder Foundation, the New York City Board of Education and the Urban Systemic Initiative of the City of New York, the California State University System, and San Diego State Unive l
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - General (020),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Uses in Education; Distance Education; *Educational Technology; Elementary Secondary Education; Higher Education; Internet; *Science Instruction; *Teacher Education; Teaching Methods
IDENTIFIERS- Technology Integration; *Technology Utilization

This document contains the following papers on science instruction and technology: "A 3-D Journey in Space: A New Visual Cognitive Adventure" (Yoav Yair, Rachel Mintz, and Shai Litvak); "Using Collaborative Inquiry and Interactive Technologies in an Environmental Science Project for Middle School Teachers: A Description and Analysis" (Patricia Comeaux); "From Instructive to Constructive: A Practical Guide to Implementing Mindtools in the Classroom" (Maggie Irving and Edwin J. George); "Teaching across Collaborative Highways (TEACH)" (Starlin Weaver, Beth Shiner Klein, and Juanita Jo Matkins); "SciLinks: Linking Technology and Scientific Inquiry" (Gregory A. Coverdale); "Teaching Earth and Space Science: A

Foreign Countries; Higher Education; *Information Technology; Material Development; Privacy; Technological Literacy; Telecommunications; World Wide Web
IDENTIFIERS- Alberta; *Technology Utilization; Web Site Design; Web Sites

Based on the author's presentation at the International Conference on Computer Based Learning in Science, this paper discuses some high profile areas of interest and concern in the educational use of information and communication technology (ICT). The paper is influenced partly by a series of nine government funded "Best Practices" projects in the use of ICT and partly by experience. In particular, the paper addresses four major areas: (1) establishing an electronic identity, including alternative delivery/online learning issues (e.g., curricula, quality of learning, staffing, administration, equality, and cost) and World Wide Web site development; (2) technological literacy of students, including the Information and Communication Technology Program Studies initiative by the Province of Alberta (Canada); (3) support for the use of ICT with an emphasis on security in a distributed network environment (e.g., physical security, viruses, and network access); and (4) access to information and protection of privacy. (Author/MES)

ED 444 576 IR 020 232

Breithaupt, David L.
Educational Technology Plans: Keys for Successful Implementation and Accountability.
PUB DATE- 00
NOTE- 6p.; In: Society for Information Technology & Teacher Education International Conference: Proceedings of SITE 2000 (11th, San Diego, California, February 8-12, 2000). Volumes 1-3; see IR 020 112.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Planning; *Educational Technology; Elementary Secondary Education; Evaluation Methods; Instructional Development; State Standards; *Statewide Planning
IDENTIFIERS- Idaho; Technology Implementation; *Technology Integration; *Technology Plans; Technology Utilization

This paper reviews the efforts of the Idaho Council for Technology in Learning to provide consistent and thorough standards for planning for educational technology, presents keys for meeting those standards, and offers suggestions for using these keys to successfully implement and account for planned technology use in the curriculum. The planning process for educational technology is described, including: vision/mission statement and needs assessment; goal definition; instructional objectives; development and delivery of instruction; and evaluation of the instruction and student achievement. The following requirements for planning the evaluation of technology integration in the curriculum are addressed: describes quantitative and qualitative assessments to evaluate the effects of technology integration; details the relationship between local and state goals and instructional objectives, and measurement and assessment procedures; outlines plans to correlate results to the amount, quality, and length of integration into the curriculum; includes the details of gathering longitudinal and pretest-posttest data; details collection, organization, analysis, and reporting of

(Program/Project Descriptions) (141)
DESCRIPTORS- College Faculty; *Computer Assisted Instruction; Computer Uses in Education; Distance Education; Educational Technology; Higher Education; *Instructional Design; *Instructional Development; *Instructional Innovation; Teacher Attitudes; *Teaching Methods
IDENTIFIERS- *Indiana State University

In this collection of articles, Indiana State University faculty members discuss their experiences in developing courses and teaching with educational technologies. The purposes of this publication are to share creative approaches to teaching and learning, and to acknowledge and support the efforts of Indiana State University faculty members who are embracing new technologies and audiences of students. The articles, grouped by school of discipline--College of Arts and Sciences, School of Business, School of Education, School of Health and Human Performance, and School of Nursing, School of Technology--offer a representative sampling of the changes occurring in on-campus and distance courses offered by Indiana State University. Each article contains tips, teaching strategies, and lessons learned--all gleaned from personal experiences with technology-assisted teaching. This edition appends a special section, "The Student's Viewpoint," providing excerpts of student responses to a survey on their opinions regarding the use of educational technologies in their courses. (AEF)

ED 444 597 IR 020 264

Ellsworth, James B.
A Survey of Educational Change Models. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 4p.; This digest is based on "Surviving Change: A Survey of Educational Change Models" by James B. Ellsworth; see ED 443 417.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Change Agents; *Change Strategies; *Educational Change; Educational Development; *Educational Research; Educational Resources; Elementary Secondary Education; *Models; *Research and Development; Systems Development
IDENTIFIERS- ERIC Digests

Change efforts should be guided with a systemic understanding of the context in which they are undertaken. Depending on the circumstance, or as the implementation effort progresses, it may be most effective to focus interventions on a particular component of the framework at a time. This ERIC digest presents a sequence for approaching the major perspectives, or "models," of educational change in the research. Anyone trying to improve schools may look to "The New Meaning of Educational Change" (Fullan and Stiegelbauer, 1991) to decide where to start. From there, "Systemic Change in Education" (Reigeluth and Garfinkle, 1994) can be read to consider the system being changed. Once the change process has begun, "The Change Agent's Guide" (Havelock and Zlotolow, 1995) can be read for discussion of how to guide and plan future efforts. The Concerns-Based Adoption Model (Hall and Hord, 1987) provides tools to "keep a finger on the pulse" of change and to collect the information needed. "Strategies for Planned Change" (Zaltman and Duncan, 1977) can help narrow down the cause(s) of resistance to change efforts.

Courses.
PUB DATE- 00
NOTE- 27p.; Paper presented at the League for Innovation International Conference (Chicago, IL, October 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community Colleges; *Distance Education; Educational Technology; *Faculty Development; *Instructional Effectiveness; Internet; Program Development; *Program Improvement; *School Holding Power; Two Year Colleges

The report describes both the problems faced and the strategies that have been implemented to resolve some of the problems in the Distance Learning Program at Tomball College in Texas. An examination of their Distance Education (DE) Program revealed multifaceted problems: instructor incompetence and curriculum inconsistency; student dissatisfaction with courses; and low retention level. It became evident that faculty may not have the technology application instruction, and design skills necessary to teach in a Distance Education (DE) environment. Some of the key points to resolving the problems in DE were to do the following: implement a training program for faculty and invest in it; know student characteristics such as factors of success and preference in DE modalities; and set instructor standards and track results. Training was moved to a formal setting by creating a Center for Distance Learning. The Distance Learning Center offers both a 40-hour DE program with a tuition of $1200 for non-faculty and a ten-week, online certification course with a $150 tuition. The results were positive. Retention rates improved dramatically. There was a 78.7 percent completion rate for the DE classes, and student complaints about DE course decreased by 78 percent. (JA)

ED 444 618 JC 000 557

Pezzoli, J. A.; Lee, Hollis; Hussey, Thomas
Development & Implementation of a Community Needs Assessment in Automotive Technology (AMT), Maui, Hawaii.
PUB DATE- 00
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Community Colleges; *Community Needs; Employment; Job Skills; *Job Training; *Labor Force Development; School Community Relationship; *Technical Education; Two Year Colleges; *Vocational Education
IDENTIFIERS- Hawaii (Maui); *University of Hawaii Maui Community College

In this study, Maui Community College examines the potential employment demand for entry-level automotive technicians on the island of Maui in Hawaii. A requirement for ASE certification by National Automotive Technicians Education Foundation, Inc. is that the college ascertain on a regular basis the community demand for trained automotive technicians, in order to better meet the employment needs of the community it serves. During the spring 2000 semester, a cover letter and questionnaire were sent to 61 businesses from the automotive technology (AMT) field. The 13 companies that responded employ 68 auto technicians, of which roughly one out of every four is at an universities. It appears that direct entry admissions are increasingly destined for university science and science-related faculties. By contrast, college transfers are increasingly destined for arts and education. Roughly 25 percent of all college transfers are admitted into spring and summer sessions. Of all leavers from college academic programs in spring 1991, 13 percent were admitted for the first time to a B.C. university in fall 1991. Overall, direct entries continue to earn higher second-year university GPAs than college transfers (2.70 vs. 2.58). Between 1983 and 1991, the number of first undergraduate degrees awarded to direct entries increased roughly 18 percent while the number awarded to college transfers increased 64 percent. (Contains 12 sets of tables and 23 endnotes.) (JA)

ED 444 638 JC 000 590

Andres, Lesley; Carpenter, Susan
Today's Higher Education Students: Issues of Admission, Retention, Transfer, and Attrition in Relation to Changing Student Demographics.
PUB DATE- 97
NOTE- 71p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Admission; College Transfer Students; Educational Research; Foreign Countries; Higher Education; *Nontraditional Students; *Postsecondary Education as a Field of Study; School Demography; *School Holding Power; *Student Attrition; Student Characteristics
IDENTIFIERS- *British Columbia

The paper discusses retention models for the nontraditional student population, including transfer students, older adult learners, commuters, part-time students, graduate students, women, students with disabilities, and ethnic minorities. Since 1975, leading research in the field of postsecondary student retention has been grounded on Tinto's (1975) argument that the student-institution "fit," or the students' social and academic integration into the institution, is a good predictor of dropout or persistence. Other models of student retention focus on student involvement and the institution's responsibility to promote student retention. In the 1980s, attrition models were modified to address some of the shortcomings of previous schema. Similar to traditional student models, most models that try to predict non-traditional student retention are concerned with student-institution "fit." Benjamin's "Quality of Student Life" model, however, focuses on conceptualizing satisfaction as a multidimensional construct involving the interaction among personal, interpersonal, social and contextual factors and/or processes. It attempts to grapple with the complex and dynamic nature of students within postsecondary systems, and recognizes that competing demands of parents, friends, romantic partners, employers, and others, as well as financial and health problems, can influence students' coping abilities and life decisions. Discussed are the challenges faced by particular groups of non-traditional students, and the factors that affect the attrition rates of these students. Contains 164 references and 18 figures. (JA)

ED 444 639 JC 000 591

Andres, Lesley; Andruske, Cynthia; Hawkey, Colleen transfer students who first registered and commenced studies at UVic in any session between summer 1994 and winter 1998/99. Some of Section B's tables focus on those who entered between summer 1994 and winter 1995/96 and hence have had sufficient time to earn a credential. Section C focuses on the 2,178 BC college transfer students admitted during the five year period who have graduated. Section D profiles the 2,178 UVic students who were not admitted to UVic on the basis of work at a BC college, but who attended a BC college sometime in the past. This group includes those admitted on the basis of BC high school performance, mature students, students from another university, etc. The report includes an appendix of definitions and technical notes. (VWC)

ED 444 658 JC 000 612

Reh-Bosch, Susan; Atkins, Lorraine
Transfer Credit Assessment for B.C. College Transfer Students Admitted to the University of British Columbia in the 1997/98 Session.
SPONS. AGENCY- British Columbia Council on Admissions and Transfer, Vancouver.
PUB DATE- 98
NOTE- 29p.; Prepared by the University of British Columbia, Department of Admissions.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Admission Criteria; *College Credits; College Transfer Students; Community Colleges; Foreign Countries; *Higher Education; *Transfer Rates (College)
IDENTIFIERS- *British Columbia; *University of British Columbia (Canada)

This report assesses the transfer credit process for British Columbia (BC) college transfer applicants to the University of British Columbia (UBC). Results indicate that students are earning on average 49.7 credits from the BC college attended and are being granted an average of 42.2 credits when transferring to UBC. This translated into 84.9% of credits earned at the college that were granted transfer credits at UBC. In the cases where students were not granted transfer credits based on college credits earned, there were eight explicit reasons why this occurred: college course was not articulated at UBC; college credits were weighted less at UBC; student exceeded maximum number of transfer credits permitted for a specific UBC program; student exceeded maximum number of transfer credits in a specific subject area; equivalent or duplicate courses were completed at the college and credit was granted for only one of those courses at UBC; high school level (or equivalent) course was completed; no credit was granted if college course was taken on its own; and college course was not given credit in a specific UBC program. Appendices 1-5 detail all college courses not articulated at UBC that were completed by students admitted into each of the five undergraduate degree programs of Applied Science, Arts, Commerce, Human Kinetics, and Science. (VWC)

ED 444 659 JC 000 613

Andres, Lesley
Investigating Transfer Project, Phase II: Community College Students' Perceptions of Transfer: The Case of Douglas College.
SPONS. AGENCY- British Columbia Council on Admissions and

(055),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Community Colleges; *Educational Change; *Educational Planning; Educational Practices; *School Schedules; Two Year Colleges
IDENTIFIERS- *Alternative School Calendars; *California Community Colleges

As a consequence of changes to the 175-day rule governing the length of the school calendar, many colleges are considering moving to alternative calendars. To assist in the deliberations on the multiplicity of issues involved in such a change, the Academic Senate for California Community Colleges is offering a set of recommendations regarding alternative calendars that was adopted by the Plenary Body and a series of frequently asked questions (FAQs) regarding alternative calendars along with their answers. Recommendations include such items as: local academic senates should consult collegially and take a leading role in developing the process to determine calendar changes; they must work closely with their bargaining units to identify issues of concern and clarify appropriate provinces for decision-making as it affects faculty; and faculty should debate within and between disciplines the academic and pedagogical advantages and disadvantages of any proposed calendar. FAQs address such issues as: What is meant by an "alternative" calendar? What exactly are intersessions? What prompts these discussions about alternative calendars now? Do students perform better with the traditional model? What are the forms of such alternative calendars? Do alternative calendars provide advantages/disadvantages for faculty/students? How is matriculation handled? and Would all colleges in a multi-college district have to agree on a single calendar? (VWC)

ED 444 679   JC 000 639

WCTC Graduate Follow-Up Report, 1999.
PUB DATE- 99
NOTE- 18p.; Prepared by Waukesha County Technical College, Department of Evaluation and Research Services.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Associate Degrees; Graduate Surveys; *Job Placement; *Student Employment; Technical Institutes; Two Year Colleges; Vocational Education; *Vocational Followup
IDENTIFIERS- *Waukesha County Technical College WI

This report reflects Waukesha County Technical College's (WCTC) job placement study of 1999 graduates. It summarizes by degrees and programs the employment status, salaries, job titles, and employers of former students who graduated between July 1, 1998 and June 30, 1999. The data were obtained through a survey conducted from October 1999 through January 2000. Nine hundred-forty students graduated in the academic year 1998-99. Among the 522 graduates who responded to our follow-up survey, 96.5 percent of the graduates were very satisfied or satisfied with their training at WCTC. Eighty-four percent of the graduates who were employed found jobs in fields related to their training at WCTC. Graduates frequently indicated "prepare for a job" (43%), "prepare for a career change" (20%), and "improve existing job skills" (12.4%) as their reasons for attending WCTC. The average annual salary for associate degrees was $31,426, and the average annual salary for technical diplomas was $25,043 for graduates in full-time jobs in fields related to WCTC training. (JA)

Care; Early Childhood Education; *Evaluation Research; Experiments; Program Evaluation; *Public Policy; *Research Problems; State Programs; *Well Being
IDENTIFIERS- Connecticut; Florida; Indiana; Iowa; Minnesota; Waivers; *Welfare Reform; Welfare to Work Programs

The Project on State-Level Child Outcomes was initiated by the U.S. Department of Health and Human Services to examine the effects on children of waiver policies related to state welfare reform efforts prior to the passage of federal welfare reform legislation. This report details the project's examination of child well-being in the context of five distinct state welfare programs. Part 1 of the report describes the process by which researchers, state administrators, and evaluators came to agree upon a common core of measures of child outcomes. Part 2 highlights features of the states' demonstrations and evaluations that presented challenges and opportunities for assessing child well-being and integrating findings across the five evaluations. This part describes the waiver policies in five states (Connecticut, Florida, Indiana, Iowa, Minnesota), describes their evaluation designs, discusses the implications of variations in the states' policies and evaluations for the synthesis and integration of findings across the five evaluations, proposes analytic strategies, and describes how findings from the project can increase understanding of welfare reform policies and their implications for child development. The report notes that the project will allow a comparison of various policy packages which anticipated provisions in the 1996 national welfare legislation and will permit an examination of the processes mediating the impact of welfare policies on children. Two appendices include a list of key project participants. Contains 16 references. (KB)

ED 444 699 PS 028 772

Blank, Helen; Poersch, Nicole Oxendine
State Developments in Child Care and Early Education, 1999.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.; Booth Ferris Foundation, New York, NY.; Mott (C.S.) Foundation, Flint, MI.; Citigroup Foundation, New York, NY.; Prudential Foundation, Newark, NJ.; Ford Foundation, New York, NY.
PUB DATE- 00
NOTE- 114p.; For 1999 report, see ED 428 862.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administration; Compensation (Remuneration); Cooperation; *Day Care; Elementary Education; Financial Support; Infant Care; National Surveys; Preschool Education; School Age Day Care; *State Action; State Programs; State Regulation; State Standards; Tax Credits; Young Children
IDENTIFIERS- Availability (Programs and Services); Caregiver Training; Child Care Costs; *Day Care Quality; Day Care Regulations

This report provides highlights and updates regarding state actions on child care and early education issues during 1999. It is intended to serve as a supplement to "State Child Care and Early Education Development: Highlights and Updates for 1998" and "State Developments in Child Care and Early Education 1997." The information in the report was collected by means of written and phone surveys with advocates in each state. The final draft was reviewed for verification by advocates and state child care administrators in each state. Following an introduction summarizing some of the findings, the report provides information in the following areas for each state: (1)

function as bridges between licensing requirements and higher quality standards; and (3) illustrate a practical, cost-effective way to increase program quality on a daily basis. The paper details two examples of how policies, procedures, and practices that meet licensing requirements can be enhanced to embody higher standards. (EV)

ED 444 718 PS 028 800

Hadden, Keith W.
Middle School Attributes in Alberta: Their Effects on Student Achievement at the Grade Six Level.
PUB DATE- 99
NOTE- 168p.; Master's Thesis, University of Lethbridge.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- *Academic Achievement; Educational Environment; Foreign Countries; *Grade 6; *Institutional Characteristics; *Middle School Students; *Middle Schools; Performance Factors; Sex Differences; Teaching Methods
IDENTIFIERS- Alberta

Canada is experiencing a dramatic growth in interest in and implementation of the middle school concept. Currently needed is information on the specific characteristics of the middle school as it develops in Canada and information validating the practices that are accompanying restructure efforts. This study investigated the relationship between 18 middle school attributes and student achievement at the grade 6 level in Alberta. The middle school attributes of concern were: (1) continuous progress; (2) multi-material approach; (3) flexible scheduling; (4) social experiences; (5) physical experiences; (6) intramural activities; (7) team teaching; (8) planned gradualism; (9) exploratory studies; (10) guidance services; (11) independent study; (12) basic skill instruction; (13) creative experiences; (14) security; (15) evaluation; (16) community relations; (17) responsiveness; and (18) cooperative learning. Participating in the study was a stratified random sample of 10 schools in Alberta, drawn from 45 surveyed public schools containing grade 6 in some combination with other grades up to grade 9 but not below grade 4. Student achievement was measured by scores attained on the four Grade 6 Provincial Achievement Tests released in August 1998. Combined scores and gender-specific scores for each of the four subjects were investigated. The Middle School Attribute Survey (MSAS) measured the level of implementation of middle school programming in the sample schools. Findings indicated positive relationships between several middle school attributes and student achievement, most notably between overall implementation of middle school programming and language arts achievement for boys and social studies achievement for both genders. (Eight appendices include the MSAS, definitions of middle school attributes, and data collection forms. Contains 107 references.) (KB)

ED 444 719 PS 028 801

Lo, Deborah Eville
A Multidimensional Model for Comprehension and Memory in Young Children.
PUB DATE- 00
NOTE- 9p.; Paper presented at the Annual International Conference and Exhibition of the Association for Childhood Education International (Baltimore, MD, April 17-20, 2000).

Nations Programs.
PUB DATE- 00
NOTE- 17p.; Poster presentation at the Head Start National Research Conference (5th, Washington, DC, June 28-July 1, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Context Effect; *Day Care; *Early Childhood Education; *Educational Quality; Family Programs; Foreign Countries; *Indigenous Populations; Models; *Transitional Programs; *Young Children
IDENTIFIERS- Canada; Kenya; New Zealand; Project Head Start; United States

This study examined the role of contextual factors in providing quality early care and education services, focusing on program models from Aboriginal/First Nation settings in four countries. Methods included a search of published literature from mainstream and Aboriginal sources, an electronic search of unique Royal Commission on Aboriginal Peoples sources, intervenor briefs, public testimony, and personal interviews. The findings indicated that mainstream literature, dominated by U.S. work, focuses on the effects of child care, quality, and context. Aboriginal literature, international in scope, focuses on cultural and linguistic issues, community development, Aboriginal child care needs, and strategies. Systems and models for delivering early childhood services for Aboriginal children in four countries are described. Kenya's system prompts communities to define their needs and create programs to meet those needs, and serves an indigenous and varied population. New Zealand's system has been successful in providing quality services for Maori children but has not been able to provide a context for effective transitions. In the United States, the Child Care Bureau provides support for tribal child day care, and the American Indian Programs Branch of the Head Start Bureau supports comprehensive child development programs for Alaska Natives and American Indians. Federal government initiatives in Canada have resulted in an increase in early childhood programs for Aboriginal children. Based on the study, it was concluded that examples from Kenya and New Zealand highlight the importance of focusing discussion on planning and policies before programs are launched to ensure that contextual factors, including a supportive infrastructure and community and family supports, are in place. (Contains 27 references.) (KB)

ED 444 737 PS 028 826

Partners in Transition: Adolescents and Managed Care.
SPONS. AGENCY- California Wellness Foundation.; Grant (W.T.) Foundation, New York, NY.; Ralph M. Parsons Foundation, Los Angeles, CA.; Kaiser Foundation, Oakland, CA.
PUB DATE- 00
NOTE- 69p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Access to Information; Adolescent Behavior; *Adolescents; Caregiver Child Relationship; Change Strategies; *Child Health; Confidentiality; *Delivery Systems; *Health

and how they are doing at the start of the 21st century. This section also outlines the state's objectives or vision for children and the underlying principles of this vision. Following demographic information, the bulk of the report provides a statistical portrait of Connecticut's children based on 17 indicators of well-being: (1) family setting; (2) children in families receiving welfare benefits; (3) children receiving free or reduced-price school meals; (4) high school employment; (5) births to teen mothers; (6) low birthweight; (7) infant mortality; (8) late or no prenatal care; (9) physical fitness tests; (10) preschool experience; (11) performance on Connecticut Mastery Test; (12) performance on Connecticut Academic Performance Test; (13) high school dropout rates; (14) child abuse/neglect; (15) child deaths; (16) preventable teen deaths; and (17) juvenile violent crime arrests. Among the findings, the report indicates that the number of families receiving welfare benefits has decreased; the number of high school students working in excess of 16 hours per week has increased; births to teen mothers have decreased but the number still remains large; infant mortality has decreased as has the problem of late or no prenatal care; and the rate of high school dropouts has improved, as have child abuse/neglect rates. The number of juvenile violent crime arrests has increased. The remaining section of the report provides the child well-being information organized by region rather than indicator. Data sources and notes and a description of the methodology conclude the report. (HTH)

ED 444 757   PS 028 853

von Feilitzen, Cecilia, Ed.; Carlsson, Ulla, Ed.
Children in the New Media Landscape: Games, Pornography, Perceptions. Children and Media Violence Yearbook, 2000.
SPONS. AGENCY- Nordic Council of Ministers, Copenhagen (Denmark).
PUB DATE- 00
NOTE- 417p.; Two bibliographies compiled by Johan Cronstrom are attached: "Research on Pornography and Sex in the Media Bibliography: A Selection (1970-)" and "Research on Video and Computer Games Bibliography: A Selection."
LANGUAGE- English
EDRS Price- MF01/PC17 Plus Postage.
PUB TYPE- Books (010),Collected Works - General (020),Reference Materials - Bibliographies (131)
DESCRIPTORS- Aggression; Annotated Bibliographies; *Childhood Attitudes; *Children; Computer Games; Foreign Countries; Internet; *Mass Media Effects; *Media Research; *Parent Attitudes; Pornography; Television; Video Games; Violence
IDENTIFIERS- United States

This document consists of three sources which compile research on the influence of media sex and violence on children's development. The first is a collection of articles on children and the media; the remaining two are bibliographies of research--one on pornography and sex in the media, the other on video and computer games. The articles in the collection are: (1) "The Monster Massacre or What Is a Violent Electronic Game?" (Christofferson); (2) "Video Game Violence and Aggression: A Review of Research" (Griffiths); (3) "Killing Time? A Canadian Meditation on Video Game Culture" (Kline); (4) "Video Games and Violence: Controversy and Research in Japan" (Sakamoto); (5) "Computer Games and Aggression: Research in Australia and New Zealand" (Durking and Low); (6) "Competitive Aggression in Australian Adolescent Males during Videogame Play" (Ask, Augoustinos, and Winefield); (7) "Boys, Girls, and Violent Video Games: The Views of Dutch Children" (Nikken); (8) "New

Local Interactive Learning Processes. CRLRA Discussion Paper Series.
PUB DATE- 98
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; *Community Development; Community Leaders; Community Relations; *Community Resources; Foreign Countries; *Informal Education; Interpersonal Relationship; Qualitative Research; *Rural Areas; *Social Capital; *Social Networks
IDENTIFIERS- Australia (Tasmania); Capacity Building; Grounded Theory

A case study in a rural Australian township attempted to determine indicators verifying the existence of social capital. Social capital is provisionally defined as the networks, norms, and trust that constitute the capacity of individuals, workplaces, groups, organizations, and communities to strive for sustainable futures in a changing socioeconomic environment. Participants in the study were chosen based on recommendations of community members on who provides them with help, advice, or information. Analysis of interviews, tape-recorded community meetings and interactions, and personal diaries identified three categories of resources that people draw on as they interact with each other: 1) knowledge resources, or the shared knowledge of community, personal, individual, and collective information; 2) identity resources, or the shared understandings of personal, individual, and collective identities; and 3) consolidated resources, the common understanding and familiarity with community assets used reciprocally for mutual benefit. A set of indicators of these resources used in "community interactive productivity" was then developed. Interactive productivity is viewed as the community learning processes by which social capital is created. The terms "community learning" and "capacity building," and the possible causal link between social capital and economic well-being are discussed. (Contains 56 references.) (TD)

ED 444 775 RC 022 425

Kilpatrick, Sue; Bell, Rowena; Falk, Ian
Groups of Groups: The Role of Group Learning in Building Social Capital. CRLRA Discussion Paper Series.
PUB DATE- 98
NOTE- 15p.; Paper presented at the Annual Conference of the Australian Vocational Education and Training Research Association (AVETRA) (Sydney, Australia, February 16-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Cooperative Programs; *Farm Management; *Farmers; Foreign Countries; Group Dynamics; *Informal Education; Interpersonal Relationship; *Learning Experience; *Rural Areas; Rural Development; Small Businesses; *Social Capital; Social Networks
IDENTIFIERS- Australia (Tasmania); *Learning Communities

The Centre for Research and Learning in Regional Australia is investigating the elements of social capital and developing a set of indicators that show when social capital is building. The indicators can be used where groups or organizations with a shared purpose engage in productive interactions that benefit not only the individual member groups but also the "learning

NOTE- 29p.; In: Toward Place and Community; see RC 022 580.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Historical Materials (060)
DESCRIPTORS- Consolidated Schools; Cooperatives; Democracy; *Educational Change; Educational History; Elementary Secondary Education; *Extension Education; North American History; Quality of Life; *Rural Education; *School Community Relationship; Social Change
IDENTIFIERS- *Annenberg Rural Challenge; Canada (Maritime Provinces); Community Viability; Country Life Movement; Place Based Education; *Reform Efforts; Sense of Community

The Country Life Movement in the United States (1900-1920) emerged in response to the migration of rural people to the cities and the rising obsession with scientific knowledge. Modernizing rural areas and their institutions was seen as necessary to sustain rural communities at the economic and social levels of urban centers. Liberty Hyde Bailey, Horace Plunkett, and Theodore Roosevelt contributed ideas to the Country Life Movement. Three main themes of the movement were community sustainability, redirected community institutions, and participatory democracy. To this end, farmers were organized into cooperatives. Reforming rural education was central to the movement. The Cooperative Extension Service was born, and consolidated schools that served rural needs were advocated to connect farm families to their local villages. The Antigonish Movement in Canada (1920-1950) sought to build up the spiritual and material wealth of society by meeting the needs and concerns of local communities. The tool for this was extension education; experts were removed from universities and placed side by side with leaders in small, poor communities. The Annenberg Rural Challenge intends to become a millennial educational reform movement by recommitting to these earlier movements' principles of economic sustainability; pedagogy that uses the community as laboratory and text; involvement of parents, congregations, community leaders, and local businesses in the day-to-day activities of the school; and development of leadership through direct action on behalf of the community. (TD)

ED 444 793 RC 022 584

Williams, Ben
The Genius of Place.
PUB DATE- 98
NOTE- 18p.; In: Toward Place and Community; see RC 022 580.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060)
DESCRIPTORS- Consolidated Schools; *Educational Change; Educational History; *Educational Philosophy; Elementary Secondary Education; Integrated Curriculum; Progressive Education; *Quality of Life; *Role of Education; Rural Education; Rural to Urban Migration; *School Community Relationship
IDENTIFIERS- Annenberg Rural Challenge; *Place Based Education; *Sense of Community; Sense of Place

Public education was introduced in the United States at the beginning of the 19th century to replace the informal community-based education system that had broken down as a result of immigration and war. At the beginning of the 20th century, as America changed from a largely rural agricultural society to the modern industrial economy, education was criticized as not being synchronized with urban life, and rural areas and their

Educational Policy; *Educational Research; Elementary Secondary Education; Family School Relationship; *Research Needs; *Rural Schools; Student School Relationship; *Student Transportation
IDENTIFIERS- Functionalism; *Social Costs

Researchers and other persons interested in promoting research about rural school busing met in Columbus, Ohio, in December 1998. Drawing on that meeting and the rural school literature, this report describes why school transportation is an important issue nationwide, explains the lack of research on rural school busing, proposes a research agenda, and recommends ways to use the agenda to foster research on the topic. School busing is relevant to nearly all school districts because of its theoretical relationship to the generic culture of U.S. schooling and its practical (but unknown) impacts on family life and school participation and on student achievement. A discussion of 20th-century school consolidation and professionalization trends and of the dominant, functionalist framework for educational research suggests that the functionalist tradition privileges some topics of research over others. In particular, the concerns of rural families and communities about busing, often raised in protest to long bus rides and rural school closures, were in opposition to prevailing views of professionals and functionalist researchers and, therefore, unlikely to provoke much research interest. A research agenda is outlined in detail. Its categories (all in relation to rural school busing) are history, politics, spatial distribution of schools, consolidation, social and cultural circumstances, outcomes or correlates of schooling, children's health and safety, finance, and alternatives to current circumstances. Appendices include "Long Rides, Tough Hides: Enduring Long School Bus Rides" (Belle Zars) and background on the collaboration between AEL and the Rural School and Community Trust Policy Program. (Contains 40 references.) (SV)

ED 444 811   RC 022 613

Miles, John C., Ed.; Priest, Simon, Ed.
Adventure Programming.
PUB DATE- 99
NOTE- 513p.; Second edition of "Adventure Education," published in 1990; see ED 391 625.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Adventure Education; Environmental Education; *Experiential Learning; *Foundations of Education; Group Dynamics; Individual Development; Outdoor Education; *Outdoor Leadership; *Program Administration; Risk Management; Wilderness
IDENTIFIERS- *Adventure Therapy

Adventure programming is the deliberate use of adventurous experiences to create learning in individuals or groups, often with the goal of improving society or communities. Adventure programming may focus on recreation, education, individual or group development, or therapy, or on a combination of these. This second edition contains 61 chapters by different authors arranged in 10 sections: (1) introduction to adventure programming (types of programming, definitions); (2) historical perspectives (development of adventure education, Kurt Hahn, history of significant outdoor and adventure organizations); (3) foundations (semantics, philosophy, ethics, moral development, heritage context); (4) social psychology of adventure programming (flow experience, adventure experience paradigm, impact on aspects of self-concept); (5) learning in adventure programming (experiential learning, theory practice opportunities for students to participate in scientific inquiry. With scientific inquiry, students develop their beliefs according to experiences in which they use their prior knowledge, experimentation, and problem solving skills. This study examines the correlation between students' beliefs, instructional experiences, and approaches to the learning process. (Contains 20 references.) (YDS)

ED 444 836 SE 063 868

Schick, Annette; Schwedes, Hannelore
The Influence of Interest and Self-Concept on Students' Actions in Physics Lessons.
PUB DATE- 99
NOTE- 17p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (Boston, MA, March 28-31, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Development; *Cognitive Psychology; Electricity; Elementary Education; Foreign Countries; Grade 8; Junior High Schools; *Learning Motivation; *Learning Processes; Physics
IDENTIFIERS- Germany

This study investigates the influences and relationships between self-concept elements and students' activities in a normal school environment and focuses on individual self-construct. Interest has an important effect on an individual's learning process and behavior. There are three common definitions of interest: (1) interest as a characteristic of the person (individual interest); (2) interest as a characteristic of the learning environment (interestingness); and (3) interest as a psychological state. The investigation is based on a play-oriented teaching approach in an 8th grade gymnasium course. (Contains 21 references.) (YDS)

ED 444 837 SE 063 869

Sherin, Bruce
Common Sense Clarified: Intuitive Knowledge and Its Role in Physics Expertise.
PUB DATE- 99
NOTE- 16p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (Boston, MA, March 28-31, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Concept Formation; Higher Education; *Misconceptions; *Physics; *Problem Solving; Science Education

This paper introduces issues related to the role of intuitive knowledge in physics learning. Phenomenological primitives, which form the base level for intuitive explanations in the research, are discussed. Three primary questions are the focus of this paper: (1) What role, if any, does intuitive knowledge play in physics problem solving? (2) How does intuitive physics knowledge change in order to play that role, if at all? and (3) When and how do these changes typically occur? What are the crucial experiences that can lead to the "tuning up" of intuitive knowledge? In particular, can experiences with quantitative problem solving lead to changes in common sense many times mathematics teachers don't have the "lab" skills that science teachers have because traditionally mathematics has not been thought of as an experimental science. Teachers must also be able to ask good questions to help guide and direct students as they start an activity. If used as a demonstration in class, the teacher must be able to lead students to the desired mathematical outcome--understanding a mathematical concept. (ASK)

ED 444 858 SE 063 985

Kutzler, Bernhard
The Algebraic Calculator as a Pedagogical Tool for Teaching Mathematics.
PUB DATE- 00
NOTE- 13p.; Paper presented at the T3 World-Wide Conference (Tokyo, Japan, August 6-8, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Technology; Elementary Secondary Education; *Graphing Calculators; Mathematics Instruction; *Teaching Methods

This paper discusses TI-89 and TI-92 graphing calculators as a tool for teaching mathematics. How this technology is likely to affect the teaching of mathematics and the role of technology in general is described. Discussion begins with a comparison of two areas, mathematics and moving/transportation, from a technological aspect, and focuses on the benefits of teaching with this technology such as trivialization, experimentation, visualization, and concentration. Discussion centers around the goals of mathematics education, the future of teaching mathematics, and assessment issues with this technology. (Contains 12 references.) (ASK)

ED 444 859 SE 063 988

Newman, Dava J.
Interactive Web-Based and Hands-On Engineering Education: A Freshman Aerospace Design Course at MIT.
PUB DATE- 98
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Aerospace Technology; Computer Mediated Communication; Cooperative Learning; Course Descriptions; *Design; *Engineering Education; *Hands on Science; Higher Education; *World Wide Web
IDENTIFIERS- *Massachusetts Institute of Technology

"Introduction to Aerospace and Design" is a 3-hour per week freshman elective course at Massachusetts Institute of Technology (MIT) that culminates in a Lighter-Than-Air (LTA) vehicle design competition, exposing freshmen to the excitement of aerospace engineering design typically taught in the junior or senior years. In addition to the hands-on LTA vehicle design, the course also utilizes the opportunity to interactively present and disseminate curricula over the World Wide Web to motivate and teach students about engineering. This paper describes the instructional methods of the course and collector and provider of timely, relevant, and quality data about the nation's people and economy. The Census 2000 teaching guide (grades 5-8) aims to help teachers bring the census to life for students. The guide outlines skills that correlate with national standards; fulfills curriculum requirements; demonstrates the importance and the many benefits of the census; and shows how to navigate the U.S. Census Bureau Web site. A model census helps students learn to display information on charts and graphs, use special purpose maps, and analyze census data. The grades 5-8 guide is divided into the following sections: Map Literacy (History/Geography); Lesson 1: A History of the Census (Analyzing Historical Maps); Lesson 2: Where We Live (Understanding Special Purpose Maps); Community Involvement (Civics and Government/Art/Language Arts/Geography); Lesson 3: Fill in Your Future (Thinking Creatively); Lesson 4: Making Plans (Real-Life Problem Solving/Analyzing Data); Managing Data (Math/Civics and Government/Geography); Lesson 5: Create Your Own Form (Thinking Creatively/Collecting and Analyzing Data); Lesson 6: Graph It! (Creating Percents and Circle Graphs/Analyzing and Organizing Data); and Additional Resources. (BT)

ED 444 883   SO 031 046

Making Sense of Census 2000. Teaching Guide . Grades 9-12.
PUB DATE- 99
NOTE- 31p.; For teaching guides for K-4 and 6-8, see SO 031 044-045 and SO 031 863-867.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Census Figures; Curriculum Enrichment; *Demography; *Government Role; High Schools; Maps; *Social Studies; Teaching Guides; *Thinking Skills
IDENTIFIERS- Bureau of the Census; *Census 2000

The United States Census Bureau's mission is to be the preeminent collector and provider of timely, relevant, and quality data about the nation's people and economy. The Census 2000 teaching guide (grades 9-12) aims to help teachers bring the census to life for students. The guide teaches skills that correlate with national standards; fulfills curriculum requirements; demonstrates the importance and the many benefits of the census; and shows how to navigate the U.S. Census Bureau Web site. A model census helps students learn how to evaluate population needs and services; compare census data across communities; and work with statistical models. The grades 9-12 guide is divided into the following sections: Map Literacy (Geography/Math/Art); Lesson 1: Size It Up (Reading a Cartogram); Lesson 2: Make Your Own Map (Using Thematic Maps); Community Involvement (Civics and Government/Art/Language Arts/Geography); Lesson 3: Future Focus (Thinking Creatively); Lesson 4: District Decisions (Thinking Critically); Managing Data (Math/Civics and Government/Geography/Science); Lesson 5: Samples and Stats (Understanding Statistics); Lesson 6: Forecasting the Future (Understanding Estimates and Projections); and Additional Resources. (BT)

ED 444 884   SO 031 083

Population Growth and Demographic Structure. Proceedings of the United Nations Expert Group Meeting on Population Growth and Demographic Structure (Paris, France, November 16-20, 1992).

arts-education resources on the Internet. Also includes two art and ecology lessons from ArtsEdNet. (BT)

ED 444 904   SO 031 755

Burke-Hengen, Mary, Ed.; Gillespie, Tim, Ed.
Building Community: Social Studies in the Middle School Years.
PUB DATE- 95
NOTE- 227p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Active Learning; *Community; *Family History; Family Influence; *History Instruction; Integrated Curriculum; Interdisciplinary Approach; Literature; Local History; Middle Schools; *Service Learning; Social Studies

This book focuses on building community through the sharing of history and traditions that students have inherited. Two eighth-grade teachers collaborated with others in their Oregon school to collect teaching strategies for this book. The teachers worked to build curriculum that integrated social studies with language arts and other subject areas. Most of the contributors advocate student-centered, process-oriented approaches to teaching, but they do not have one definitive point of view about integrated curriculum. Different approaches are needed for different students, teachers, places, and times. The book is divided into three parts with fourteen chapters. Part 1, "Connecting Story and History," includes: (1) "Once Upon a Time and Place: Stories of the Family" (Toni Kennedy); (2) "Our Stories, Our History, Our Memories" (Tim Gillespie); and (3) "Telling Points: Teaching Social Studies with Literature" (Mary Burke-Hengen). Part 2, "Creating Interdisciplinary Classrooms,, contains: (4) "Call of the Wild" (Jackie O'Connor); (5) "Show, Don't Tell: Role Plays and Social Imagination" (Bill Bigelow); (6) "Teaching Citizenship through Mock Trials: Blending Social Studies and Language Arts" (Theresa R. Murray); (7) "Learners as Creators: Art and the Social Studies" (Libby Kennedy); (8) "A Middle Ages Potpourri" (Betty Hittle); and (9) "Using Fish To Teach Geography" (Kristel McCubbin). Part 3, "Changing and Reflecting," includes: (10) "Chance Favors the Prepared Mind: An Administrator Reflects on Change" (Michaelann Ortloff); (11) "The I-Team" (Mark Oldani); (12) "Students Develop Portfolios" (Winnie Charley); (13) "Community Service Learning: A Bridge to Meaning" (Mark A. Woolley); and (14) "A Conversation on Assessment." (EH)

ED 444 905   SO 031 773

Laplante, Lisa J.; Kinsley, Carol
Service-Learning as an Integrated Experience in K-5 Education: An Introduction to Resources and Information.
SPONS. AGENCY- Corporation for National Service.
PUB DATE- 94
NOTE- 10p.; For Service Learning in Middle School Education, see ED 434 857.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Citizenship Education; *Curriculum Enrichment;

Resource" (Ninette Babineau); (16) "Promoting Learning for Enterprise through the Arts" (Basil Favaro; Bruce Ryan); and (17) "An Industrial Model for Arts Education" (Brian Roberts). (BT)

ED 444 923   SO 032 083

Jenkins, Paul
This Lawless Spirit: Teaching the History of American Protest Music.
PUB DATE- 00
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Bibliographies; Discographies; Higher Education; *Popular Culture; *Popular Music; *Songs; Team Teaching; *United States History
IDENTIFIERS- College of Mount Saint Joseph OH; *Music History

This paper discusses the rationale for a new course in the history of American protest music which was offered during 1999 at the College of Mount St. Joseph in Ohio. Noting that the course was team taught by a U.S. history professor and a librarian with expertise in the area, the paper states that the course aimed to survey U.S. history through songs of protest and complaint, thereby telling the history of the United States from the bottom up. The paper lists learning outcomes and states that the course met twice a week for 75 minutes with an enrollment of 21 students. The class examined the following topics: What Is Protest Music?; Spirituals and Work Songs; Songs about Racism; Songs of the Wobblies; Songs of the Depression; Songs of Aunt Molly Jackson; Songs of Sarah Ogan Gunning; Songs of Woody Guthrie; People's Songs and the American Left; Songs of Pete Seeger; Songs of Bob Dylan; Anti-War Songs; Vietnam's Aftermath; The Talking Blues; Songs of the Civil Rights Movement; Songs about the Environment; Songs of Feminism; and Contemporary Protest Music. The paper contains an extensive discography and a 29-item bibliography. (BT)

ED 444 924   SO 032 086

Damien: Teacher Resource Guide with Videotape .
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 54p.; Accompanying videotape not available from ERIC. Sponsored by Pacific Islanders in Communications and the Cooke Foundation, Ltd.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Non-print Media (100)
DESCRIPTORS- *Caregiver Role; *Cultural Context; *Disease Control; *Health Conditions; Interdisciplinary Approach; Learning Modules; Priests; Secondary Education; *State History; State Standards
IDENTIFIERS- *Hawaii (Molokai); Leprosy; Religious History

This resource includes: a videotape of the film "Damien," which was locally produced in Hawaii in the late 1940s; instructional modules and resources for the classroom; additional information to support the instructional modules and videotape viewing; and an annotated bibliography. Major goals of the teacher resource

Newfoundland school district's implementation of a teacher performance appraisal policy using teacher and administrator surveys and interviews. Results highlighted several themes related to this process within the school district: rationale, implementation, barriers, responsibility, uniqueness, and growth realization. Teachers' levels of TE influenced their attitudes toward, and success in, this new process which encourages SDL. This influence, in turn, affected teachers' professional growth experiences in the process itself. Teachers believed that the most effective and meaningful teacher evaluations were self-directed. Barriers to implementation included time and teacher-administrator relationships. (Contains 54 references.) (SM)

ED 444 943 SP 039 394

Koency, Gina; Swanson, Judy
The Special Case of Mathematics: Insufficient Content Knowledge a Major Obstacle to Reform.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Faculty Development; *Knowledge Base for Teaching; Knowledge Level; *Leadership Qualities; Mathematics Education; *Mathematics Teachers; Middle School Teachers; Middle Schools; *Pedagogical Content Knowledge; Secondary School Mathematics; Teacher Improvement; Teaching Skills
IDENTIFIERS- *Teacher Knowledge; Teacher Leaders

This paper examines what it would take to expand the number of teacher leaders in mathematics, noting that one of the major obstacles facing reform in mathematics education is the lack of adequate preparation among teachers currently teaching mathematics. The paper highlights experiences that have promoted the development of three middle school mathematics teacher leaders. First, it describes the professional journey of an exceptional teacher leader with 40 years of experience in diverse school environments. Next, it examines the training of two others who are still emerging as teacher leaders. The stories underscore the reality that efforts to promote improvements in mathematics education programs will not succeed unless they are coupled with opportunities that target teachers' need to grow as professionals. All three teachers share a strong commitment to raising the level of student mathematics achievement, making personal changes and improvements to positively affect their teaching quality. All three work to evaluate their teaching and strengthen their weaknesses. Two of the teacher leaders realized that they did not know enough math to truly engage their students in meaningful mathematics discourse. The results emphasize the need for support from district leadership and continuous professional development. (Contains 11 references.) (SM)

ED 444 944 SP 039 395

Berns, Barbara Brauner; Swanson, Judy
Middle School Science: Working in a Confused Context.
SPONS. AGENCY- Office of Educational Research and Improvement

The state government of West Virginia has been motivating a reform of high school science and technology education by actively funding projects that lead to innovative computer-based teaching techniques. Faculties at Marshall University (Huntington, West Virginia) have been active participants in this reform, and have been developing computer-based interactive multimedia models for high school students. These models are designed to promote and enhance high school science education, particularly in remote Appalachian high schools that lack ready access to either extensive laboratory equipment or computer resources, and to help high school teachers utilize computer technology in the classroom. The primary benefit of the models for students is that they learn the scientific processes of making their own hypotheses, and proving or disproving them using inferences, analysis, and critical thinking skills. (AEF)

ED 444 451   IR 020 088

Bielefeldt, Talbot
Information Technology in Teacher Education: A Closer Look. Research Paper: Staying Connected with Professional Development.
SPONS. AGENCY- Milken Exchange on Education Technology, Santa Monica, CA.
PUB DATE- 00
NOTE- 12p.; Connecting the Crossroads, NECC 2000: National Educational Computing Conference Proceedings (Atlanta, GA, June 26-28, 2000); see IR 020 086. This research was conducted using a grant from Intel Corporation; the paper is abridged from the report submitted to Intel.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Assisted Instruction; *Computer Uses in Education; Educational Technology; Higher Education; *School Surveys; Staff Development; *Teacher Education; Training
IDENTIFIERS- *Technology Integration; Technology Plans

In 1998, information was collected on 416 schools, colleges, and departments of education in the United States. Respondents--mostly deans and education faculty--were asked to rate their institutions in terms of a variety of indicators of capacity, including course work, technology facilities and support, skills of graduates, and field experience opportunities. The tentative recommendation of the survey was that teacher training institutions should concentrate on increasing integration of technology throughout their programs through faculty staff development and field experiences rather than on developing additional technology courses. In 1999, a follow-up survey was conducted of those institutions that had above-average ratings on all four factors of technology integration, facilities, field experience, and application skills. Types of responses for each survey item were tallied to identify common themes. Ten tables show the numbers and percentages of respondents providing each type of answer to each question, and the discussion following each table includes excerpts from the narrative responses. Two tables show ratings the respondents gave for the usefulness of various sources of technology training and for technology plans. Responses to the 1999 survey tend to support the theory that infusing technology into teacher preparation requires a comprehensive approach that attempts to balance facilities, faculty professional development, course work, and field experience. (AEF) student success with the ultimate possible purpose of lowering attrition rates. Lessons learned are discussed in two areas: technological aspects of online education; and instructional design and course development principles for online courses. (Contains 30 references.) (Author/MES)

ED 444 472 IR 020 127

Lysne, Svein Ove; Tvedte, Jostein
Evaluating New ICT-Based Models for Teacher Training.
PUB DATE- 00
NOTE- 7p.; In: Society for Information Technology & Teacher Education International Conference: Proceedings of SITE 2000 (11th, San Diego, California, February 8-12, 2000). Volumes 1-3; see IR 020 112.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Active Learning; *Computer Uses in Education; Course Organization; *Distance Education; Foreign Countries; Higher Education; Interaction; Internet; Models; Open Education; Student Attitudes; *Teacher Education
IDENTIFIERS- *Learning Environments; Norway

This paper shows features the development of new models for integration of internal and external students into the same type of courses and the making of a dual mode learning environment with common courses for on-campus and external students. Based on feedback from students, experiences about how these models work are presented. The work focuses on changing the student from being a passive listener to an active learner. A tool to implement interactivity with the course material presented on the Internet is described. Findings are presented related to student expectations, results and final scores, transformation of a physical classroom to an electronic learning environment, and practical reasons for ODL (Open and Distance Learning) courses. By using methods based on ICT (Information and Communication Technology) tools, teachers can rationalize the time spent on theoretical subjects and increase the time spent on interaction with students. (MES)

ED 444 473 IR 020 128

Contreras, Juan; Llamas, Rafael; Vizcaino, Aurora; Vavela, Jesus
Improving Collaborative Learning by Supporting Casual Encounters in Distance Learning.
PUB DATE- 00
NOTE- 8p.; In: Society for Information Technology & Teacher Education International Conference: Proceedings of SITE 2000 (11th, San Diego, California, February 8-12, 2000). Volumes 1-3; see IR 020 112. Figures contain very small and illegible type. Funded by CONACYT under grant 29729A and scholarship numbers 112081 and 118170.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Mediated Communication; *Computer Software Development; *Cooperative Learning; *Distance Education; Foreign Countries; Higher Education; Interaction; Intercollegiate Cooperation; *Interpersonal Communication; *World Wide Web

perceptions about the computer literacy course they attended. (Contains 11 references.) (Author/MES)

ED 444 494 IR 020 150

Irvine, Sarah E.
What Are We Talking About? The Impact of Computer-Mediated Communication on Student Learning.
PUB DATE- 00
NOTE- 6p.; In: Society for Information Technology & Teacher Education International Conference: Proceedings of SITE 2000 (11th, San Diego, California, February 8-12, 2000). Volumes 1-3; see IR 020 112.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Mediated Communication; *Computer Uses in Education; Content Analysis; *Discussion (Teaching Technique); *Distance Education; Educational Technology; Higher Education; Student Surveys; Teacher Education; World Wide Web
IDENTIFIERS- American University DC

This study looks at how the media used in online discussion can affect the learning outcomes for students involved in distance learning activities. Online discussion within any learning environment can provide the opportunity for students to engage in thoughtful, content-based conversations about the topic under study, which may result in deeper understanding and greater learning gains. A content analysis of student discussion in listserv-based (electronic-mail) discussion, World Wide Web-based threaded discussion, and chat discussion in an educational technology course at American University (District of Columbia) is presented. Three main research questions guided the study: (1) What type of discussion takes place in each setting? (2) How much discussion takes place in each setting? and (3) What is the quality of the discussions in each setting? A student survey conducted at the end of the semester assessed the effectiveness of the discussions in terms of understanding and perceptions of course content. Findings indicated that the computer-mediated discussions can be a valuable component to any traditional technology course. (Contains 11 references.) (MES)

ED 444 495 IR 020 151

Fujio, Yoshinori
Information System Design of Undergraduate Education: Combining Lectures with Practice.
PUB DATE- 00
NOTE- 7p.; In: Society for Information Technology & Teacher Education International Conference: Proceedings of SITE 2000 (11th, San Diego, California February 8-12, 2000). Volumes 1-3; see IR 020 112.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Software Development; *Computer System Design; Higher Education; Information Management; Information Networks; *Information Science Education; *Information Systems; Instructional Design; Instructional Materials; Retailing; *Systems Development; Theory Practice Relationship
IDENTIFIERS- Database Development; Knowledge Development

3; see IR 020 112.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - General (020),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Uses in Education; Curriculum Development; *Educational Technology; Elementary Secondary Education; Higher Education; *Information Technology; Internet; *Mathematics Education; *Mathematics Instruction; *Teacher Education
IDENTIFIERS- Technology Integration; Technology Utilization

This document contains the following papers on issues related to mathematics in technology and teacher education: "A Case for Strong Conceptualization in Technology Enhanced Mathematics Instruction" (Michael L. Connell and Delwyn L. Harnisch); "Faculty/Student Collaboration in Education and Math--Using the Web To Improve Student Learning and Teaching" (P. Gavin LaRose and Michael L. McDonald); "Examining the Feasibility of Using Computer Supported Collaborative Work-Space in Pre-Service Mathematics Methods: A Vygotskian Perspective" (Christina Wotell Charnitski and Fred Croop); "Implementing Technology in Secondary Science and Mathematics Classrooms: A Perspective on Change" (Scott W. Slough and Gregory E. Chamblee); "Tools for the 21st Century Classroom: How Digital Video and the Internet Can Engage Learners in Math and Science" (Evangeline S. Pianfetti and Brian M. Pianfetti); "Actions on Objects: A Theoretical Framework for Mathematics Education" (Michael L. Connell); "Some Psychological Aspects of Using Information Technologies in Teaching Linear Algebra" (Mikhail M. Bouniaev); "Factors Related to Teacher Use of Technology in Secondary Geometry Instruction" (David A. Coffland and Albert W. Strickland); "Using WebCT To Deliver a Finite Mathematics Course to Preservice Teachers" (J. Harley Weston); "Online Conversion of a Technology Based 'College Algebra' Course" (Lisa R. Galminas and Kathy Autrey); "Issues in Developing an On-Line Mathematics Learning Series for Middle School Teachers" (Jennifer Knudsen); "Symbolic Computers and Mathematical Objects" (Michael L. Connell); "Exploring Whole Number and Rational Number Division within a Computer-Generated Conceptual Domain" (Stephen Campbell and Gil Fonthal); "Serendipity in Interactive Mathematics: Virtual (Electronic) Manipulatives for Learning Elementary Mathematics" (Lawrence O. Cannon, E. Robert Heal, and Richard Wellman); "Using Web Pages To Teach Mathematical Modeling: Some Ideas and Suggestions" (Elliott Ostler and Neal Grandgenett); "Technological Tools To Develop Mathematical Problem Solving" (John E. Bernard and Olga M. Ramirez); "The 'Graph' System for Function Graph Construction" (Vladislav Katkov); and "San Antonio Technology in Education Coalition: A Mathematics and Technology Curriculum Integration and Staff Development Project" (Paul Tisdel and Lorraine Bratcher). Individual papers contain references. (MES)

ED 444 514 IR 020 170

Barrett, Helen
Electronic Teaching Portfolios: Multimedia Skills Portfolio Development = Powerful Professional Development.
PUB DATE- 00
NOTE- 7p.; In: Society for Information Technology & Teacher Education International Conference: Proceedings of SITE 2000 (11th, San Diego, California, February 8-12, 2000). Volumes 1-3; see IR 020 112.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

instructional adequacy is the most important criterion both from the theoretical and from the practical perspective; a second factor mentioned was that effective instructional software should include real-life examples and simulations of abstract concepts. Criteria considered as having secondary importance were the variety and number of exercises, the aspect of developing students' creativity and critical thinking capacity, presentation of accurate information, being free from scientific errors, individualizing learning, being in accordance with the pedagogical level of students, and being enriched through the use of a variety of sound effects, images, videos, and animations. Other questions addressed the conditions under which instructional software was used and issues to be taken into consideration in the future phases of instructional software procurement and technology assisted instruction. (Contains 11 references.) (MES)

ED 444 535 IR 020 191

Sammons, Dorothy; Strickland, A. W.
Correlations between Teacher Characteristics and Teacher Attitudes toward Multimedia Development among Teachers Utilizing the Multimedia Authoring Program, HyperStudio.
PUB DATE- 00
NOTE- 6p.; In: Society for Information Technology & Teacher Education International Conference: Proceedings of SITE 2000 (11th, San Diego, California, February 8-12, 2000). Volumes 1-3; see IR 020 112.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Authoring Aids (Programming); Computer Attitudes; *Computer Software Development; Correlation; *Courseware; Elementary Secondary Education; *Multimedia Materials; Student Developed Materials; *Teacher Attitudes; *Teacher Characteristics; Teacher Developed Materials; Teacher Surveys; Teamwork; Training
IDENTIFIERS- Confidence; HyperStudio; Technology Integration

This study examined correlations between teacher characteristics and teacher attitudes toward multimedia development among teachers creating multimedia projects in teacher teams and with students using HyperStudio. Information on personality type, age, gender, grade level, years of teaching, computer experience, and self-reported skill levels was collected from 123 teachers participating in a federally funded teacher training grant. This information was correlated with four constructs concerning teacher perceptions of the multimedia development process: teachers' perceptions of the individual stages of multimedia development, based on their development of multimedia projects within teams; teachers' perceptions of the individual stages of multimedia development, based on the integration of self-authored multimedia into their classrooms for student-created projects; teachers' attitudes toward the cooperative activities required by the grant; and teacher attitudes toward integrating self-authored multimedia into their curricula. Analysis found few significant correlations between the attitude constructs and teacher characteristics. Only self-reported skill levels were consistently and positively correlated with teacher attitudes toward multimedia development. The conclusion is drawn that confidence in one's ability to utilize the software and hardware necessary to create self-authored multimedia projects is the primary factor in predicting attitudes and perceptions of multimedia

Distance Learning Course for Dade County Florida Teachers" (Paul Ruscher, and others); "Exploring with Computers in Chem Class" (Ron Poirier); "Field-Based Technology in Idaho Middle School Science Classes: An Evaluation of Performance and Attitude Data from Students" (Martin G. Horejsi and Albert H. Strickland); "Technology in the Service of Information Literacy and Writing across the Curriculum: Our Experience" (Reuben A. Rubio, Michael J. Michell, Cheryl Blackwell, John P. Kondelik, and Beth Albery); "Physical Science in the Early Grades: Technology in Action" (Judith A. Duffield, Catherine Skokan, Amy Nicholl, and David Saksek); "Comprehensive Professional Development Reform Efforts: Changing Attitudes and Practices about Pedagogy and Technology for Science Teachers with Diverse Needs" (Stephen Best, Barry Fishman, Ronald Marx, and Jake Foster); "Technology and Field-Based Learning: Efforts To Bring About Change in Schools" (David A. Heflich, Juli K. Dixon, and Aimee L. Govett); "Site-Based Inservice That Works: Using the Internet To Integrate Science and Mathematics Instruction" (Keith A. Wetzel, JoAnn V. Cleland, Ray R. Buss, Peter Rillero, Ron Zambo, and Alice Christie); "A Net-Course for Physics Teachers Supporting Collaborative Learning and Inquiry" (Rosa Maria Sperandeo-Mineo); "The Web in High School Science Teaching: What Does a Teacher Need To Know" (Raven McCrory Wallace); "A Science Equipment Clearinghouse: Linking Industry to Science Education Reform Efforts" (Adele Kupfer); "The GLOBE Program" (Dave Williams); "High-Performance Computing Technologies, and Pre-Service Teacher Preparation: Is There an Overlap? (Post-Evaluation Thoughts)" (Kris Stewart and Ilya Zaslavsky); and "Visual Imagery for Chemical Conceptualization: Picturing Knowledge with Multimedia" (Malini Ranganath). (Contains 158 references.) (MES)

ED 444 556 IR 020 212

Bowers, Janet; Kenehan, Garrett; Sale, Jeff; Doerr, Helen M.
Designing Multimedia Case Studies for Preservice Teachers: Pedagogical Questions and Technological Design Solutions.
PUB DATE- 00
NOTE- 6p.; In: Society for Information Technology & Teacher Education International Conference: Proceedings of SITE 2000 (11th, San Diego, California, February 8-12, 2000). Volumes 1-3; see IR 020 112. Figures contain very small and illegible type.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Case Studies; *Courseware; Higher Education; *Instructional Design; Instructional Effectiveness; *Material Development; Multimedia Instruction; *Multimedia Materials; Preservice Teacher Education; Teaching Methods

This paper discusses the following pedagogical questions and technological solutions that evolved as three multimedia case studies for preservice teachers were developed: (1) What tools can be garnered to encourage preservice teachers to look beyond superficial aspects of a classroom to observe the complexities of the teaching and learning process? (2) How can preservice teachers be engaged in the process of teacher reflection? (3) How can this case study be made different from a video by exploiting the use of multimedia? (4) How can preservice teachers be engaged in the mathematics of the lesson and encourage them to anticipate possible student strategies? (5) How can instructors be supported who are planning to use the CDmeasurement and assessment data; and includes schedules, funding sources, and budgets for evaluation. (MES)

ED 444 577 IR 020 233

Espinoza, Sue, Ed.
Telecomm: Graduate & Inservice.
PUB DATE- 00
NOTE- 83p.; In: Society for Information Technology & Teacher Education International Conference: Proceedings of SITE 2000 (11th, San Diego, California, February 8-12, 2000). Volumes 1-3; see IR 020 112. Some figures contain very small type than may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - General (020),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Uses in Education; Curriculum Development; Distance Education; *Educational Technology; Faculty Development; Higher Education; *Inservice Teacher Education; Instructional Design; *Telecommunications; World Wide Web
IDENTIFIERS- *Online Courses; Technology Integration

This document contains the following papers on issues related to telecommunications and online learning in graduate and inservice teacher education: (1) "Using Qualitative Research Methods To Study Preservice Teachers' Use of a Computer Conference" (Douglass J. Scott); (2) "Interaction and Collaboration among Teachers: On the Use of a Knowledge Based Network" (Ester Alake-Tuenter and Kees Jongmans); (3) "Assessing the Impact of a Large-Scale Online Teacher Professional Development Community" (Judi Fusco, Hunter Gehlbach, and Mark Schlager); (4) "Web-Based Learning: Moving Beyond the Internet as a Research Tool" (Debra Sprague and P. Shane Gallagher); (5) "A Framework for the Design of Web Based Courses" (Robert V. Price and Nancy Maushak); (6) "Transforming the Graduate Learner from Traditional to Web-Based Instruction: Integrating Internet Technologies To Enable the Paradigm Shift" (Carl Reynolds and Bruce Morgan); (7) "An Examination of the Net Generation: Using Doctoral Students in Web Based Courses" (Larry Holt); (8) "The Internet Learning Forum: Designing and Building an Online Community of Practice" (Julie A. Moore, Diana Treahy, Chin-Chi Chao, and Sasha A. Barab); (9) "Teachers Sharing and Learning Online--An Innovative Professional Development Model" (Melanie Zibit Goldman); (10) "Incorporating Standards in Web-Based Classroom Instruction" (Frances K. Baillie and Catherine M. Ricardo); (11) "Using WebQuests to Construct Learning" (Blanche O'Bannon); (12) "The Web Institute for Teachers: Engaging Teachers in Developing Web-Based Curriculum" (Craig A. Cunningham, Frada Boxer, and Ellen Dairyko); (13) "A Virtual Learning Environment for the Improvement of Cognitive Processes" (Maria del Carmen Malbran and Claudia Mariela Villar); (14) "Comprehensive Examinations via E-Mail" (David P. Zimmerman); (15) "The Technical Helpdesk for CalStateTEACH: The 'ER' for a Distributed Learning Teacher Credential Program" (Norm Nicolson, Teresa Macklin, and Curt Cochran); and (16) "Talent Detection and Development Using the Internet" (Rosa Miriam Ponce Meza and M. Farias-Elinos). Individual papers contain references. (MES)

ED 444 578 IR 020 234

Davis, Niki, Ed.
Telecomm: Preservice Applications.
PUB DATE- 00

"Diffusion of Innovations" (Rogers, 1995) identifies the most influential attributes of an innovation, and the "Conditions for Change" (Ely, 1990) can help address obstacles that arise from the environment in which change is implemented. (Contains 10 references.) (AEF)

ED 444 598   IR 020 265

CNN Newsroom Classroom Guides, August 2000.
PUB DATE- 00
NOTE- 135p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cable Television; Class Activities; *Current Events; Discussion; Educational Television; Elementary Secondary Education; Programming (Broadcast); *Social Studies; Teaching Guides; *World Affairs
IDENTIFIERS- *Cable News Network; *CNN Newsroom

These classroom guides, designed to accompany the daily CNN (Cable News Network) Newsroom broadcasts for the month of August 2000, provide program rundowns, suggestions for class activities and discussion, student handouts, and a list of related news terms. Top stories include: the GOP opens its 37th national convention in Philadelphia, outraged Britons try a gas boycott to protest high prices, George W. Bush and Dick Cheney are the official nominees of the GOP, and George W. Bush delivers his acceptance speech to the GOP Convention (August 1-4); wildfires rage in the Western part of the U.S., Al Gore names Senator Joseph Lieberman as his running mate, Chile's Supreme Court lifts General Augusto Pinochet's immunity, researchers build a DNA motor that may lead to faster computer chips, and a U.S. missile defense system is deployed with possibilities of accelerating China's nuclear arms buildup (August 7-11); Democrats gear up for their convention, President Clinton speaks to the Democratic Convention, President Clinton passes the torch to Al Gore, new leader of the Democratic Party, Vice presidential nominee Joseph Lieberman addresses the Democrats, and Presidential nominee Al Gore addresses the Democrats (August 14-18); efforts to save the Russian submarine Kursk continue, the crew of the Kursk is pronounced dead, a new report assesses the current e-readiness of 42 developing nations, the U.S. government releases guidelines for stem cell research on human embryos, and CNN looks at the history of hurricanes in the United States (August 21-25); President Clinton visits Nigeria, President Clinton joins former South African President Mandela in a call for peace in Burundi, Colombia's people are engaged in a life-or-death struggle against drugs, and President Clinton visits Colombia and pledges aid to fight the drug war (August 28-31). (AEF)

ED 444 599   IR 020 270

Smerdon, Becky; Cronen, Stephanie; Lanahan, Lawrence; Anderson, Jennifer; Iannotti, Nicholas; Angeles, January
Teachers' Tools for the 21st Century: A Report on Teachers' Use of Technology. Statistical Analysis Report.
PUB DATE- 00
NOTE- 190p.
LANGUAGE- English

entry level for which AMT grads would qualify. Statistics imply an employment demand for six AMT graduates to fill six additional entry-level positions, with perhaps another 22 openings for grads as a result of entry-level workers moving up to fill 22 additional journeyman positions. Within 12 months, respondents expected to hire 19 new entry-level employees. Respondents rated "Good Work Attitude and Good Work Habits" as important work skills. "Team Player" and "Basic Mechanical Skills" were also rated consistently high. Frequent methods of recruitment are "Seek referrals from employees" and "Advertise in local paper." Appendices are included. (JA)

ED 444 619   JC 000 558

Hitchcock, A. Allen
Improving Learning, Retention of Knowledge, and Attitude of Students in a Vocational-Technical College through Interactive Computer Technology.
PUB DATE- 00
NOTE- 67p.; Ed.D. Practicum Report, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Academic Achievement; Educational Technology; Learning Strategies; Outcomes of Education; *Student Attitudes; Teaching Methods; *Technical Education; Technical Institutes; Two Year Colleges; *Vocational Education

The problem that this practicum attempted to solve was that students in a vocational-technical college tended to underachieve in courses that were mainly cognitive in nature, as evidenced by low overall grade-point course averages and other measures. The researcher designed computer-based simulation/gaming instruction that aimed to increase motivation, attention, and retention of learning. Data were used from course grade-point averages, final-examination scores, and attitude surveys to evaluate results from the practicum solution. Two computer-based instructional aids were designed and developed: (1) an interactive wall-section game; and (2) an interactive delivery-truck and storage-building game. The study designed the wall-section game to help students learn 34 construction-terminology phrases that were basic to architectural technology. The truck and storage game was designed to help students learn the rules for organizing construction components into 16 industry-standard categories. Students used the two programs over an eight-month academic year in two different courses. An analysis of data revealed that the practicum solution achieved two outcomes. Two of the nine successful outcomes measured student satisfaction with learning and final examination grades. The student attitude survey used in this study is at the end of this monograph. (Contains 26 references.) (Author/VWC)

ED 444 620   JC 000 559

Kent, Norma, Ed.; Carey, Donna, Ed.; Kee, Arnold M., Ed.
Removing Vestiges: Research-Based Strategies To Promote Inclusion, September 1999.
PUB DATE- 99
NOTE- 43p.; Published annually.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Black Students; *College Freshmen; *Community Colleges; Educational Methods; *Educational Practices; *School

Mapping the Realities of First Year Post-Secondary Life: A Study of Students at Three Post-Secondary Institutions.
SPONS. AGENCY- British Columbia Council on Admissions and Transfer, Vancouver.
PUB DATE- 96
NOTE- 137p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Action Research; Foreign Countries; Higher Education; School Guidance; *Student College Relationship; *Student Personnel Services; *Student Reaction; Student Welfare
IDENTIFIERS- *British Columbia

This study examined the first-year postsecondary experiences of students through an action research project with small groups of students at three postsecondary institutions (one community college, one university college, and one university). The paper reviews the action research design method and highlights its utility in analyzing the effects of institutional policies, resources, and strategies that facilitated or constrained student success. In the spirit of action research, each student was encouraged to keep a weekly journal to help him/her reflect on dilemmas. Common issues were discussed in weekly or bi-weekly focus groups where students participated in seeking solutions, offering alternatives, and confirming current strategies. The paper presents data generated from focus groups with students and interviews with personnel at each of the three institutions in this study. The report finds that, despite having in place comprehensive programs and services to assist students with their first year, students at all institutions were either reluctant or unable to access those resources. Second, given the availability of resources, personnel at all institutions assumed students could and would make use of them, even though this was often not so. Finally, the overwhelming feeling experienced by students in all focus groups was one of powerlessness and isolation. The paper concludes with recommendations for practice, policy, and further research. (Contains 54 references.) (VWC)

ED 444 640 JC 000 593

Andres, Lesley; Dawson, Jane
Investigating Transfer Project, Phase III: A History of Transfer Policy and Practice in British Columbia.
SPONS. AGENCY- British Columbia Council on Admissions and Transfer, Vancouver.
PUB DATE- 98
NOTE- 41p.; Prepared by the University of British Columbia, Centre for Policy Studies in Higher Education & Training.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Development; Educational History; *Educational Policy; Foreign Countries; *Higher Education; *Transfer Programs
IDENTIFIERS- *British Columbia

This paper examines the historical development and current structure of transfer mechanisms within British Columbia (Canada), as reflected in a selection of reports, research studies, policy documents, and conversations with post-secondary education specialists in the province. It reviews the growth of the higher education system in British Columbia since the early 1960s. In tracing the trajectory of educational

Transfer, Vancouver.
PUB DATE- 98
NOTE- 51p.; For phase three of this report, see JC 000 593.
Prepared by the University of British Columbia, Center for Policy Studies in Higher Education & Training.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Transfer Students; Community Colleges; Foreign Countries; Higher Education; *Student Attitudes; *Student College Relationship; Student Educational Objectives
IDENTIFIERS- *British Columbia; Douglas College BC; Simon Fraser University (Canada)

This report describes the findings from interviews and a focus group of 37 Douglas College (British Columbia) students who had transferred from community colleges. It sought to determine the nature of transfer; portray experiences surrounding the transfer process; document difficulties and successes encountered before, during, and after transfer; highlight advantages and disadvantages of transfer; and offer recommendations for improving the transfer process. Most interviewees reported that they commenced their studies at a community college with the intention to transfer to a university. Respondents gave a number of reasons for commencing their post-secondary studies at a community college and then transferring to a university, rather than entering a university directly. Students were usually very attentive to the question of transferability. For the majority of students interviewed, the mechanics of the transfer process did not present an overwhelming source of distress. Of all the issues associated with transfer, the decline in grade point average after transfer was the most significant and the one that consistently caused students the most anxiety. The key disadvantages involved adapting to two different institutions and the extra demands placed on transfer students that were not expected of students who commenced their studies at university. The paper includes the interview coding scheme. (Contains 10 references.) (VWC)

ED 444 660 JC 000 614

Wilson, Alan; Hart, Esther; Conway, Chris
Profile of B.C. College Transfer Students Admitted to the University of Victoria, 1993/94 to 1997/98.
SPONS. AGENCY- Victoria Univ. (British Columbia).
PUB DATE- 99
NOTE- 53p.; Prepared by the University of Victoria, Office of Institutional Analysis.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- College Graduates; *College Transfer Students; Community Colleges; Foreign Countries; Higher Education; Outcomes of Education; *Student Characteristics; *Transfer Rates (College)
IDENTIFIERS- *British Columbia; *University of Victoria BC

This report examines the profile of transfer students admitted to the University of Victoria (UVic) from British Columbia (BC) colleges from 1993/94 to 1997/98. In addition to BC college transfers and high school entrants, students admitted to UVic may be in the following categories: degree holder, BC university transfer, out-of-province secondary, out-of-province

ED 444 680 JC 000 640

Ontario's Colleges for the 21st Century: Capacity and Charter Framework.
PUB DATE- 00
NOTE- 52p.; Some text will not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Access to Education; Accountability; Community Colleges; *Educational Change; Educational Quality; Foreign Countries; Two Year Colleges
IDENTIFIERS- *Ontario Colleges of Applied Arts and Technology

This paper reflects the results of the consultative and research activities of a joint Charter Working Group drafting on a new charter for Ontario, Canada colleges. The purpose of the Capacity and Charter Project, initiated by the Association of Colleges of Applied Arts and Technology's General Assembly, is to develop a new charter framework to ensure that colleges can continue to be leaders in economic development and prepare qualified graduates. The charter framework includes the following elements: a new charter that commits to opportunity for access, describes the broad college mandate and imbeds system-wide elements and institutional differentiation; increased board authority within a broad accountability framework; a commitment by government to progressive and adequate funding; and establishment of colleges' right to grant applied degrees. There is strong support for one charter that articulates common system-wide elements with flexibility for institutional differentiation incorporated into the legislation. Several principles emerged from the feedback from colleges and stakeholders: access, funding, accountability, board authority, and institutional flexibility and credentials. These principles guided the development of the charter framework, as well as identifying areas which require further work. The paper also describes postsecondary reform in four other jurisdictions and the resulting structures established to support the changes. Appendices of sample legislation with college mandate, consultative activities by college boards for the charter project, and Ontario legislation/regulations relating to colleges. (JA)

ED 444 681 PS 027 252

Verhellen, Eugeen, Ed.
Understanding Children's Rights: Collected Papers Presented at the International Interdisciplinary Course on Children's Rights (2nd, Ghent, Belgium, June 28-July 5, 1997). Ghent Papers on Children's Rights No. 2.
PUB DATE- 97
NOTE- 788p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - Proceedings (021)
DESCRIPTORS- *Adolescents; Child Advocacy; *Child Welfare; *Children; *Childrens Rights; Compliance (Legal); Developed Nations; Developing Nations; Foreign Countries; International Law; Nongovernmental Organizations; Well Being
IDENTIFIERS- UNESCO; UNICEF; *United Nations Convention on Rights of the Child

Papers collected in this second annual conference proceedings deal in particular with views and theories on children's rights and provide extensive information on background, motivation, overall funding levels; (2) subsidy eligibility; (3) subsidy co-payments; (4) subsidy reimbursement rates; (5) tax credits; (6) general quality and supply; (7) training and compensation; (8) infant and toddler care; (9) school-age care; (10) odd hour care; (11) licensing provisions; (12) Head Start, prekindergarten, and collaboration; (13) expanding local planning efforts; (14) promoting business involvement; and (15) changes in child care administration. (KB)

ED 444 700 PS 028 773

Ortiz, Robert W.; Stile, Stephen W.
Training Fathers To Develop Reading and Writing Skills in Young Children with Disabilities.
PUB DATE- 00
NOTE- 14p.; Paper presented at the Head Start National Research Conference (5th, Washington, DC, June 28-July 1, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Beginning Reading; Beginning Writing; Childrens Writing; *Disabilities; Early Experience; *Emergent Literacy; Family Environment; *Fathers; Literacy; *Models; Parent Child Relationship; Parent Influence; *Parent Role; Parents as Teachers; *Preschool Children; Preschool Education; Program Descriptions

The potential benefits of father participation in their children's reading and writing activities include improved literacy skills, increased bonding, and heightened self-esteem of both fathers and children. This paper identifies a training model for working with fathers--Project DADS. Using this model, early childhood professionals can foster male involvement in their children's literacy learning by describing benefits; suggesting appropriate activities, materials, and expectations; and providing ongoing, proactive feedback. The paper describes the steps in the Project DADS model: (1) recruitment; (2) authentic observation; (3) early social interaction; (4) reading books; (5) prewriting and writing; (6) environmental/incidental print; (7) school-home interaction; and (8) technology. (Contains 16 references.) (EV)

ED 444 701 PS 028 774

Saenz, Adam L.; Garza, Syvia; Ochoa, Salavador Hector; Leyva, Collette; Ramirez, Eleazar; Carter, Nell; Rice, Mike; Minness, Anne
A Three Year Evaluation Study of a Bilingual Curricioulum Program for Limited English Proficient Hispanic Preschoolers in Head Start.
PUB DATE- 00
NOTE- 25p.; Poster presented at the Head Start National Research Conference (5th, Washington, DC, June 28-July 1, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Bilingual Education; Bilingual Education Programs; Culturally Relevant Education; Hispanic American Students; *Language Skills; *Limited English Speaking; Outcomes of Education; *Preschool Children; Preschool Curriculum; Preschool Education; Preschool Evaluation; Program Effectiveness; Program Evaluation; Second Language Learning

LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; Comparative Analysis; Models; Reader Text Relationship; *Reading Aloud to Others; *Reading Comprehension; Reading Research; *Recall (Psychology); *Story Reading; *Young Children
IDENTIFIERS- Reading Behavior

This study explored the relative strength of relationships between text, child, adult reader, and mode of story reading style in contributing to comprehension and memory in young children. Specifically, the study asked: What is the correlational relationship between the four vertices of a tetrahedral model of understanding and memory in children's story book recall? Further, what are the educational implications of the relationships? Five-year-olds were read stories using three different modes of adult-child interaction. The control condition involved an adult simply reading the story; the questioning condition involved the adult stopping periodically during reading to ask the child questions; and the co-construction condition involved interaction between the adult reader and child. Children were then asked to retell the story. Findings show that while the interaction during co-construction was not significantly correlated with story recall, the interaction between adult and child seemed to facilitate the children's memory for the specific episodic content of the story. The relationship between recall and text is progressively stronger based on the amount of social interaction with an adult. (EV)

ED 444 720 PS 028 802

Nelson, Judy
A Study To Determine Whether Parenting Skills Can Be Taught to Pregnant High School Students.
PUB DATE- 00
NOTE- 57p.; Master's Action Research Project, Saint Xavier University and Skylight Professional Development Field-Based Masters Program.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Adolescents; Change Strategies; Child Development; Child Rearing; *Early Parenthood; *High School Students; High Schools; Infants; Parent Child Relationship; *Parent Education; *Parenthood Education; *Parenting Skills; Pregnancy; *Pregnant Students; Social Support Groups

This action research project describes an educational program to develop parenting skills among pregnant high school students. The evidence of students' lack of parenting skills included observations by the researcher, student responses to questionnaires, and sub-optimal growth and development in the infants and children. The educational program used cooperative learning, direct instruction with modeling, and multiple intelligences. Post-intervention data indicated an increased awareness of parenting skills and an increase in levels of confidence in parenting ability. (Two appendices include the pre- and posttest quiz and a sample of student work. Contains 36 references.) (EV)

ED 444 721 PS 028 804

Adams, Linda; LeNoac'h, Robin

Maintenance Organizations; *Health Promotion; Health Services; Information Dissemination; Parent Child Relationship; Pediatrics; *Prevention; Program Descriptions; Self Evaluation (Groups)
IDENTIFIERS- *Access to Health Care; Access to Services

Noting that managed care organizations face numerous challenges as they respond to adolescents' special health care needs, this report provides the managed care industry with practical information about opportunities for strengthening their health care delivery to adolescents. The report is organized around two goals for health plans. The first goal, facilitate adolescents' access to health care, focuses on policies and systems that can enhance health plans' responsiveness to adolescent members. The second goal, engage teens, parents, and community resources to improve adolescent health, demonstrates the benefits of partnerships to maximize the internal efforts of health plans. The report contains 11 strategies that can help health plans reach these goals. Strategies for Goal 1 include promoting regular preventive health visits; seizing health promotion opportunities; ensuring access to primary caregivers with skills, experiences, and interest in adolescent issues; encouraging the use of multidisciplinary clinical teams; offering comprehensive screening and response for high-risk behaviors; protecting teens' confidentiality; and providing services through specialized adolescent health care centers. Strategies for Goal 2 are to: include adolescents in quality improvement initiatives, help parents and others learn how to support adolescents' health and well-being, participate in community-based health initiatives, and support and disseminate research about adolescent preventive care. Each strategy section also spotlights one or more existing programs and presents outcome data when available. Five appendices include the Managed Care Self-Assessment Tool, clinical preventive service guidelines for adolescents, the Group Health Cooperative parent/teen letter, acknowledgements, and program contacts and other resources. (Contains 148 endnotes.) (KB)

ED 444 738 PS 028 827

Suomala, J. A.; Korhonen, R. B.; Ketamo, H. C.
New Media in Early Childhood Education.
PUB DATE- 00
NOTE- 10p.; Paper presented at the European Conference on Quality in Early Childhood Education (10th, London, England, United Kingdom, August 29-September 1, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Uses in Education; *Constructivism (Learning); Definitions; *Early Childhood Education; *Educational Technology; *Information Technology; Instructional Materials; Learning Processes; Teaching Methods; Young Children
IDENTIFIERS- Media Experience

This paper explores whether new information technologies are appropriate for use with young children. The paper concentrates on theories related to young children's use of "new media." Sections are: (1) "Defining the New Media by Its Functions"; (2) "Constructivism and Interaction with New Media"; (3) "The Dimensions in the New Media Input" (discussing an active-passive dimension and a static-dynamic dimension); and (4) "New Media Helps a Child To Be As a Scientist." The concluding discussion asserts that both passive and interactive new media

Media and Young People in Sweden" (Petrov); (9) "It Isn't Real: Children, Computer Games, Violence, and Reality" (Sorensen and Jessen); (10) "Perceptions of Video Games among Spanish Children and Parents" (Casas); (11) "Violent Elements in Computer Games: An Analysis of Games Published in Denmark" (Schierbeck and Carstens); (12) "Classifications of Interactive Electronic Media" (Christofferson); (13) "Effects of Sexual Content in the Media on Children and Adolescents" (Wartella and others); (14) "Sexual Messages on Entertainment TV in the U.S.A." (Kunkel and others); (15) "Does Pornography Influence Sexual Activities?" (Forsberg); (16) "What Is the Internet? Basic Technology from the User's Perspective" (Evjen and Bjornebekk); (17) "Sex on the Internet: Issues, Concerns, and Implications" (Griffiths); (18) "Violent Pornography on the Internet: A Study of Accessibility and Prevalence" (Bjornebekk and Evjen); (19) "Paedophile Information Networks in Cyberspace" (O'Connell); (20) "Child Sex Iconography: Iconic Narratives of Child Sex Myths" (O'Connell); (21) "Child Abuse on the Internet" (Arnaldo); (22) "The Audience's Perception of Media Violence: Review of Research in the UK" (Hargrave); (23) "Violence on Chilean Television and Audience Perception" (Silva and Souza); (24) "Censorship and the Third-Person Effect: A Study of Perception of Television Influence in Singapore" (Gunther and Ang); (25) "Attitudes to Television Content in Australia" (Cupitt); (26) "A Study on Canadian Family Discourse about Media Practices in the Home" (Caron and Caronia); (27) "The Internet and the Family: The View of U.S. Parents" (Turow with Nir); (28) "U.S. Adults and Kids on New Media Technology"; (29) "Kids Discuss Safety on the Internet" (Childrens Express); (30) "Opinions in Australia, Germany, and the U.S. on Control of Misuse on the Internet" (Waltermann and Machill); and (31) "The Protection of Minors in the Public Opinion: An Austrian Perspective" (Geretschlaeger). Each article contains references. (HTH)

ED 444 758   PS 028 861

Haag, Pamela
K-12 Single-Sex Education: What Does the Research Say? ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 3p.; Adapted from: Haag, Pamela. Single-Sex Education in Grades K-12: What Does the Research Tell Us? In: Separated by Sex: A Critical Look at Single-Sex Education for Girls. Washington, DC, American Association of University Women Educational Foundation, 1998.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Academic Achievement; Coeducation; Educational Assessment; Elementary Secondary Education; Females; Foreign Countries; Males; Performance Factors; School Culture; Self Esteem; *Single Sex Schools; *Student Attitudes; Student Needs
IDENTIFIERS- ERIC Digests

Although research on the effects of K-12 single-sex education is inconclusive in general, some common themes emerge in the research literature. This Digest reviews that research with particular attention to effects on girls' attitudes and achievement. The Digest first discusses attitudinal variables (i.e., self-esteem and attitudes toward academic subjects) and community" as a whole. The intention is that the indicators will be applicable to geographic communities, professional or common interest communities, such as professional associations, and groups of businesses such as Executive Link TM , the subject of this paper. Executive Link consists of farm businesses that meet for nonformal training in several chapters in eastern Australia. Each chapter consists of about six farm businesses and their owner/managers who share their business management expertise. Executive Link appears to have features of a learning community, including a shared purpose and learning interactions across the boundaries of individual member businesses and chapters. This paper identifies networks, commitments, and shared values as the elements of social capital that contribute to the quality of learning interactions. Suggested indicators of social capital building include development of a shared language, shared experiences, trust, self-development, and an identification with the community. (Contains 25 references.) (Author/TD)

ED 444 776 RC 022 426

Falk, Ian; Kilpatrick, Sue
What Is Social Capital? A Study of Interaction in a Rural Community. CRLRA Discussion Paper Series.
PUB DATE- 99
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Community Relations; *Community Resources; Foreign Countries; *Group Dynamics; *Informal Education; *Interpersonal Relationship; *Learning Experience; Rural Areas; Rural Development; *Social Capital; Social Environment; Social Networks; Trust (Psychology)
IDENTIFIERS- Australia (Tasmania)

A case study in a rural Australian township sought to determine the nature of the interactive productivity between the local networks in a community. Participants were chosen based on recommendations of community members concerning to whom they turn for help, advice, or information. Community interactivity was recorded using interviews, tape-recorded community meetings and interactions, and personal diaries. Findings indicate that informal learning is an important factor in the formation of social capital and that there are two categories of resources upon which people draw as they interact with each other. The first is knowledge resources, which comprise the common knowledge base of community, personal, individual, and collective information. These include knowledge of the skills, knowledge, and affective attributes of other community members, and knowledge of the common physical resources of the community. The second is identity resources, which are the common understandings of personal, individual, and collective identities, categorized as social and civic identities. Formation of social capital depends on sufficient numbers of interactions in which members foster each others' learning by sharing knowledge resources, build each others' self-confidence or encourage positive identity shifts in each other, and exhibit trust. It was also found that microinteractive processes have the capacity to link with meso and macro social, civic, and economic outcomes. (Contains 64 references.) (TD)

ED 444 777 RC 022 433

Lane, Brett; Dorfman, Diane

schools were viewed as backward. John Dewey and other progressive educators linked education and community in a dynamic whole that would both temper and adapt to change. But the meaning of community was gradually separating from geographic location and becoming more abstract. Today, education is increasingly disengaged from the life of the local place it serves. Qualities such as grounding and depth in education cannot be measured, yet research seems to indicate that when community involvement and support for education are high, students do better academically. The Annenberg Rural Challenge believes that education and community can share common benefits by implementing a pedagogy of place. Pedagogy of place uses what is local as a source of curriculum that deepens knowledge through the understanding of the familiar and accessible. Practical, aesthetic, and symbolic aspects of education can all be incorporated into a pedagogy of place. Politicians and educators have focused much attention on global issues such as global markets and hemispheric pacts, but they have paid little attention to the village. Acting responsibly on a local level through place-based education will do much to alleviate global concerns. (TD)

ED 444 794   RC 022 585

Perrone, Vito
Reflections on Leonard Covello: Teacher with a Heart.
PUB DATE- 98
NOTE- 16p.; In: Toward Place and Community; see RC 022 580.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060)
DESCRIPTORS- *Citizenship Education; Controversial Issues (Course Content); *Local Issues; Multicultural Education; *Relevance (Education); *School Community Relationship; School Culture; Secondary Education; *Service Learning; Teacher Student Relationship; Urban Education
IDENTIFIERS- *Covello (Leonard); New York (East Harlem); *Sense of Community; Social Justice

Leonard Covello was an Italian immigrant who taught in East Harlem (New York City) from 1911 to 1956. This article, composed of excerpts from other works about or by him, illustrates his dedication to reciprocal relationships between school and community that are relevant today for both urban and rural communities. When Covello left school in his junior year to work, he learned that work was an important means of crossing physical and cultural boundaries and that work should be more connected to schools as a vehicle for enabling discussion about racial discrimination. Covello lived in East Harlem because it enabled him to see his students and their families in the streets and in their homes. He recognized that issues such as housing and medical care were important to the community because he lived there, and it was natural for him to involve the school in such issues. The departments in the school developed their curricula around relevant community issues so that local matters formed a base for much of the learning. Covello involved his students in service learning such as citizenship education for immigrants. Covello felt that schools were ideally situated to be centers for democratic education; they are the only social agency that has direct contact with practically every family in the community and this contact is mandatory by law. Schools should therefore cultivate a spirit of friendliness and intelligent cooperation in the building of wholesome social and civic relationships. (TD) relationship, stage development theory, teaching by inquiry, sequencing the experience, facilitation skills, processing, transfer of learning); (6) outdoor leadership (competencies, training, certification, leadership for community building); (7) management (program development and administration, risk management, program evaluation, research); (8) adventure settings (wilderness, urban adventure, ropes courses, body awareness); (9) clients (diversity, at-risk youth, higher education, older adults, women, corporate education, disabilities, ecotourism); and (10) extensions of adventure programming (environmental ethic, deep ecology, spirituality, critical theory, future trends). An appendix lists resources (organizations, conferences, periodicals, publishers). (Contains references in each chapter, author profiles, and an index.) (SV)

ED 444 812   RC 022 614

Couto, Richard A.
Making Democracy Work Better: Mediating Structures, Social Capital, and the Democratic Prospect.
PUB DATE- 99
NOTE- 356p.; With Catherine S. Guthrie.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Research/Technical (143)
DESCRIPTORS- Capitalism; *Community Action; Community Development; Community Organizations; *Democracy; Human Services; Leadership Training; Popular Education; Poverty; Public Education; *Public Policy; Rural Areas; *Social Capital; *Social Change; Social Theories; *Voluntary Agencies
IDENTIFIERS- *Appalachia

This book explores relationships among democracy, social capital, and community-based mediating structures, focusing on Appalachia because of the obvious failures of market capitalism there. It suggests that mediating structures protect communities from the savage side of market capitalism and promote the democratic prospect by increasing and improving social capital. Part 1 explains Appalachian poverty as the consequence of public policies that tie education, health care, and other forms of human welfare to labor force participation. Theories are presented concerning the social, political, and economic roles of community-based voluntary organizations as mediating structures in redressing social and economic inequality. Part 2 examines 23 community-based mediating structures in central Appalachia, using narratives to convey specific social, political, and economic dimensions of their experience. Their activities focused on small business development, job training and advocacy for women, funding for public education, environmental protection, community educational services, family support, leadership development, domestic violence, housing, advocacy on behalf of persons with low incomes or disabilities, popular education, training of community leaders, primary health care, and public policy advocacy. Part 3 describes successful practices of community organizations related to creating and maintaining community, efficient and accountable management, and producing social and economic change. Appendices list the 23 organizations studied and outline methodology. (Contains approximately 180 references, an index, and photographs.) (SV)

ED 444 813   RC 022 636

physics knowledge? In the study, students were observed while solving a series of physics problems, and the sense of the mechanism site of their intuitive knowledge while problem solving was recorded. (Contains 12 references.) (YDS)

ED 444 838   SE 063 904

Buss, Alan R.; McClurg, Patricia A.
Initiating the Use of GIS Technology in Wyoming Public Schools through In-Service Workshops.
PUB DATE- 99
NOTE- 9p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (Boston, MA, March 28-31, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Art; *Computer Software; *Computer Uses in Education; Elementary Secondary Education; *Inservice Teacher Education; Mathematics; Problem Solving; *Professional Development; *Public Schools; Sciences; Teaching Methods; Technology; Workshops
IDENTIFIERS- *Geographic Information Systems; *Wyoming

This paper reports the results of a 2-year study investigating the types of experiences and support necessary for in-service teachers to effectively integrate Geographic Information Systems (GIS) in their teaching/learning environments. The complex nature of GIS software prompted the authors to ask whether GIS can be a useful tool in the classroom. In an effort to answer this question, workshops were conducted, assessed, and revised in an iterative process. Assessment measures included classroom observations, interviews, participation in Web-based discussions, and lesson plan analyses. Results include documentation and rationale for the evolution from an intensive multi-day workshop with follow-up classroom support to a three-part series of workshops distributed over a 6-month period with classroom support available. Qualitative analyses include excerpts from classroom observations, interviews, and lesson plans which contrast the level and type of use by teachers who participated in the in-services. Many of the 15 participants in the first workshop did not successfully integrate GIS into their classrooms settings. The large majority of participants in the last workshop were able to plan and implement lessons incorporating GIS in meaningful contexts. GIS is a tool that is being used extensively by researchers, scientists, and planners. Until recently it was not feasible for educators to use this spatial data resource because the cost of the software was prohibitive and the size of the data files was too large to load on the personal computers used in most school settings. Demand from public and private sectors, coupled with spiraling innovations in technology, have resulted in the recent introduction of software which can be used to manipulate spatial data on personal computers. Software companies such as Environmental Systems Research Institute, Inc. (ESRI) have produced software bundles for school systems at affordable educational prices. Educators who have had the opportunity to explore these resources are excited about the potential of these spatial data resources to enhance the achievement and conceptual understanding of students in content areas including geography, science, mathematics, art, and technology. Students can investigate real-world problems to understand concepts and patterns about such topics as climate, details the LTA design competition. (Contains 12 references.) (WRM)

ED 444 860 SE 063 995

Jones, Ary Marques
Engineering the Technology: Basic Conditions To Transfer Technology Innovation to Industrial Production.
PUB DATE- 98
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Objectives; *Engineering Education; Foreign Countries; Higher Education; *Relevance (Education); *Research and Development; Research Opportunities; Student Needs; *Technology Transfer
IDENTIFIERS- Brazil

This paper discusses the need for engineering education to address research and development, applied research, and technology transfer. It is important that engineering education considers as a major objective for engineering students the need of bridging the gap between what is produced in laboratories and the full scale of industrial production. Market demand should also be considered in terms of quality and price of offered products. (Contains 11 references.) (Author/WRM)

ED 444 861 SE 064 000

Ricardo, Chrobak
The Globalization and the Engineering Teaching for the XXI Century.
PUB DATE- 98
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Cognitive Processes; *Educational Change; *Educational Improvement; Engineering Education; Foreign Countries; Higher Education; *Learning Theories; Relevance (Education)
IDENTIFIERS- *Latin America

This paper discusses current theories of learning and their application to engineering education, particularly in Latin American nations. The principal objective is to show methods by which insight can be gained into human learning, particularly in the engineering colleges. The development of more effective engineering teaching remains a necessary task. Few institutions have done something to improve the quality of learning and to raise students' motivation. The theories of Ausubel, Novak, and Gowin are examined. The paper assumes two fundamental premises: (1) the nature of classroom learning and the factors influencing that learning can be unquestionably determined; and (2) such knowledge can be both systematized and transmitted to prospective professors. The paper concludes that engineering teaching changes are realizable when powered by a comprehensive theory of education and a constructivist point of view. (Contains 31 references.) (WRM)

ED 444 862 SE 064 001

PUB DATE- 99
NOTE- 313p.; Convened as part of the substantive preparations for the International Conference on Population and Development, 1994.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - Proceedings (021)
DESCRIPTORS- Aging (Individuals); *Demography; *Developed Nations; *Developing Nations; Foreign Countries; Health; Higher Education; *Physical Environment; *Population Growth; *Social Change; Social Science Research
IDENTIFIERS- United Nations

This volume contains the report and recommendations of the United Nations-sponsored meeting on population growth and demographic structure which was held in Paris, November 1992. Materials in the volume can serve as useful tools for future research on the relations between population, environment, and development and further the work of the United Nations in those areas. The volume is in the following nine parts: (1) "Report and Recommendations of the Expert Group Meeting on Population Growth and Demographic Structure"; (2) "Population Growth and Socio-Economic Development"; (3) "Confronting Poverty in Developing Countries: Demographic, Social, and Economic Responses"; (4) "Demographic Impacts of Development Patterns"; (5) "Demographic and Health Transitions"; (6) "Population Growth, Employment and Education"; (7) "Social Changes and the Elderly in Developing Countries"; (8) "Social Development and Ageing in Developed Countries"; and (9) "Discussion Notes." Gathered under the nine parts are 23 chapters which represent individual papers. Extensive tables and figures accompany these materials and are listed for each separate chapter. (BT)

ED 444 885   SO 031 163

Hahn, Carole L.; Dilworth, Paulette Patterson; Hughes, Michael
IEA Civic Education Project Phase I: The United States, Volume I. Review of the Literature.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 98
NOTE- 81p.; For Volumes II and III, see SO 031 164-165.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Case Studies; *Citizenship; *Citizenship Education; Educational Research; Elementary Secondary Education; Literature Reviews; Public Schools; Social Studies; Student Needs
IDENTIFIERS- International Assn Evaluation Educ Achievement

This review of literature is the first of four documents prepared for phase I of the Civic Education Study, under the auspices of the International Association for the Evaluation of Educational Achievement (IEA). The more than 20 countries that participated in Phase 1 of the IEA Civic Education Study were asked to review the literature in their particular country with respect to 14 sets of questions. The table of contents includes: (1) "Status of Civic Education"; (2) "Priorities in Civic Education"; (3) "Organization of Civic Education"; (4) "Civic Identity Development"; (5) "Intergroup Relations"; (6) "Criteria for Excellence"; (7) "Conceptions of Citizenship"; (8) "Preparation for Rights and Responsibilities"; (9) "Gender Differences"; (10) "Social Class"; (11) "Teachers Views and Classroom Climate"; (12) "Pedagogy and Classroom Practice";

Educational Change; Elementary Education; *Integrated Curriculum; School Community Programs; *Service Learning; *Social Studies; Student Needs; *Student Participation; Student Projects
IDENTIFIERS- *Student Led Activities; Theoretical Orientation

Some educators contend that students who engage in activities related to school subjects learn more efficiently and more effectively, and remember what they have learned much longer than students who do not. Service-Learning (S-L) can provide a central focus around which educational change can occur. Moreover, S-L enhances the ideas promoted by various circles of school reform. Theodore Sizer's nine principles and David Berliner's management of teaching are a few of the philosophies that provide the sound theoretic foundation for instituting S-L programs. Kate McPherson (1989) suggests S-L facilitates school reform while providing an expanded pedagogy to meet the learning styles and needs of all students, making learning relevant and exciting and necessitating critical thinking about what has been learned. Several examples of "serving with meaning" demonstrate the power of S-L as a classroom strategy. S-L becomes part of the educational process in elementary school programs when it is integrated into curriculum areas. This integration comes readily since S-L is often a natural extension of the content and skills already being developed in the classroom and does not distract but rather enhances existing curriculum. (Contains 11 book resources and a video resource). (BT)

ED 444 906 SO 031 790

Bender, Susan J., Ed.; Smith, George S., Ed.
Teaching Archaeology in the Twenty-First Century.
PUB DATE- 00
NOTE- 152p.; This publication was supported by a grant from the Getty Grant Program.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Ancient History; Anthropology; *Archaeology; Cross Cultural Studies; Higher Education; Primary Sources; Social Science Research; Social Studies

This book was written to offer ideas on how to open archeological education to more students, not just those seeking a Ph.D. Individuals in archaeology provide background and offer suggestions for a movement to provide greater access to the field. The book ponders 21st century archaeology, its possible directions and strategies, and call on those concerned about its future. Following a foreword by Dean R. Snow, the volume is divided into six parts. Part 1, "Background: History of the Issues," includes: "Historical Background: Thinking about How We Teach Archaeology" (Susan J. Bender); "The Old Order Changeth; Or, Now that Archaeology is in the Deep End of the Pool, Let's Not Just Tread Water" (Charles R. McGimsey III; Hester A. Davis); "What Is the Archaeology Curriculum?" (Dorothy Schlotthauer Krass); "Archaeological Education and Renewing American Archaeology" (William D. Lipe); and "SAA Surveys Regarding Public Archaeology/Cultural Resource Management and Teaching" (George S. Smith; Dorothy Schlotthauer Krass). Part 2 introduces "A Proposal to Guide Curricular Reform for the Twenty-First Century" (Susan J. Bender, Ed.). Part 3, "Framing Discussions: Considering the Contexts," contains: "Disciplinary Contexts: Thinking about Sources and Directions for Change"; "Training Students in Archaeological Ethics" (Mark J. Lynott; Vincas P. Steponaitis);

materials are to provide students with: information about Father Damien (1840-1889) and his work with the Hansen's disease patients at Kalawao, Moloka'i; primary and secondary data to help them process and construct conceptual understandings about (1) culture and disease, (2) arts and humanities surrounding representation of Father Damien, (3) the memoralization of Father Damien, and (4) the perspectives surrounding the historical and political era of Father Damien's service; and the opportunity to apply the knowledge to understand current issues and become active participants in authentic social-action solutions. The guide's learning modules are guided by the Hawaii Content and Performance Standards. These content standards identify the broad concepts, skills, and dispositions that clarify and define what students should know and be able to do as a result of the particular learning module selected. Using the standards, participating educators can focus on specific grade-level benchmarks. (BT)

ED 444 925 SO 032 092

Carlson, Shelly; Johnson, Jennifer; Swift, Veronica
Improving Student Social Skills through Character Education.
PUB DATE- 00
NOTE- 52p.; Master of Arts Action Research Project, Saint Xavier University and Skylight Professional Development.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Action Research; Grade 4; Grade 6; Intermediate Grades; *Interpersonal Competence; Intervention; Positive Reinforcement; Social Studies; Special Education; *Student Behavior; *Student Improvement
IDENTIFIERS- *Character Education

An action research project developed and implemented a program to improve student social skills. The targeted population consisted of students in fourth grade, sixth grade, and special education classrooms (n=46) in three different school districts. Income levels varied among school districts. Targeted behaviors included fighting, defiance, being off-task, and other disruptions. An examination of probable causes for this lack of social skills revealed that societal influences did not encourage positive character development. Poor peer relationships kept students from making intelligent choices. There was also a lack of consistency and expectations to develop these skills in the different environmental settings in which the students lived. After observing classroom behaviors and reviewing professional literature, a decision was made to select three interventions. The researchers developed and implemented a series of lessons focusing on different character traits. Outside speakers visited and encouraged the students to recognize the importance of these character traits. Results of post-intervention data indicated that direct instruction and reinforcement of positive character traits lowered incidences of fighting, defiance, off-task behaviors, and other distractions to their learning. Peer relationships also improved, but students still lacked in respecting others, and more work is needed in this area. (Contains a table, 3 figures, and 22 references. Seven appendixes include a character education survey, behavior checklist, and student activities.) (Author/BT)

ED 444 926 SO 032 116

(ED), Washington, DC.
PUB DATE- 00
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Standards; Educational Change; *Knowledge Base for Teaching; *Leadership Qualities; Middle School Teachers; Middle Schools; Pedagogical Content Knowledge; *Science Education; Secondary School Science
IDENTIFIERS- Reform Efforts; Subject Content Knowledge; Teacher Knowledge; *Teacher Leaders

This paper presents the stories of two urban middle school science teachers, both identified as leaders in their districts. Both bring substantial expertise to science education, though neither has experienced optimal conditions for flourishing as teacher leaders. One teacher has strong content knowledge and a deep understanding of standards. The other, who feels that there was never a student she could not reach, received early mentoring and professional development toward a leadership role. The first teacher's greater content knowledge facilitated the implementation of a coherent curriculum. The other teacher's skill in scaffolding instruction produced significant student learning of complex scientific concepts. Neither teacher has yet achieved high levels of expertise in both realms. Their combined experiences highlight the many issues that contribute to the confused state of urban middle school science reform. Inadequate preservice preparation in content, scientific inquiry, and appropriate pedagogical skills leaves new teachers poorly prepared to engage in the complex process required in inquiry-based instruction. There is limited leadership at the district level for providing quality ongoing professional development that integrates content, inquiry strategies, and assessment practices. (Contains 12 references.) (SM)

ED 444 945   SP 039 396

Swanson, Judy
What Differentiates an Excellent Teacher from a Teacher Leader?
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Standards; Educational Change; *Faculty Development; *Instructional Leadership; *Leadership Qualities; *Mentors; Middle School Teachers; Middle Schools; Pedagogical Content Knowledge; State Standards; *Teacher Improvement; *Teaching Skills
IDENTIFIERS- Reform Efforts; *Teacher Leaders

This study examined what teachers needed to learn to teach in new ways and how teachers developed those capacities. It also investigated the additional skills and orientations teachers needed to take on leadership roles and how teacher leaders acquired their ability to lead their colleagues. Data came from

ED 444 452 IR 020 089

Curtis, Ronald; Najarian, John P.
Active Learning Strategies in Computer Graphics. Research Paper: Connecting Technology to Teaching and Learning.
PUB DATE- 00
NOTE- 10p.; Connecting the Crossroads, NECC 2000: National Educational Computing Conference Proceedings (Atlanta, GA, June 26-28, 2000); see IR 020 086.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Active Learning; *Computer Assisted Instruction; *Computer Graphics; Computer Science Education; Higher Education; Instructional Innovation; Learner Controlled Instruction; Learning Activities; Student Participation; Visual Stimuli

When competing with mass media and other forms of information delivery, a verbal lecture does not have enough sensory impression. What students read in a passive framework is barely remembered, less so in pre-examination cramming. Weaker students have difficulties in reading, most notably with abstract and mathematical concepts. These problems are magnified in computer graphics, where mathematical expressions/structures and programming projects may prove too formidable. In this paper, active learning models are applied to computer graphics. Lectures are augmented in real time with student activities, inquiry-based reasoning, and other methods of initiating student contribution to the learning experience. This approach promotes a more comprehensive, deeper, and more memorable understanding of the theory, principles, and methodologies of computer graphics. A progression of such activities is presented as they are applied in the course. Six figures illustrate the text. Contains 14 references. (AEF)

ED 444 453 IR 020 090

Dirksen, Debra J.; Tharp, Donald
Goals 2000: Initial Evaluation. Research Paper: Moving Beyond the Crossroads: Teachers as Agents for Change.
PUB DATE- 00
NOTE- 12p.; Connecting the Crossroads, NECC 2000: National Educational Computing Conference Proceedings (Atlanta, GA, June 26-28, 2000); see IR 020 086.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Literacy; Computer Software; *Computer Uses in Education; Curriculum Development; Elementary Secondary Education; *Program Evaluation; Skill Development; Teacher Attitudes; Training
IDENTIFIERS- *Goals 2000; *Technology Integration

This paper presents an evaluation of a Goals 2000 project being carried out in a rural western school district. The participants have embarked on a series of training modules designed to develop their skills with a variety of software applications and the integration of technology within the curriculum. Participants--administrators and classroom teachers--receive training and a new laptop computer with Windows(R)95 for use in their respective jobs. An initial study was conducted to frame a benchmark for evaluating the success of

IDENTIFIERS- Chile; Knowledge Acquisition; Learning Environments; Massachusetts Institute of Technology; Mexico

Casual encounters in a learning environment are very useful in reinforcing previous knowledge and acquiring new knowledge. Such encounters are very common in traditional learning environments and can be used successfully in social environments in which students can discover and construct knowledge through a process of dialogue, negotiation, or sharing. In the context of these casual encounters, the INCA system was developed which informs the user who accesses a World Wide Web site of the presence of other participants and the messages they have exchanged with each other. The system allows students to interact with other people reading course-related documents within the site at the same time. The system will be used in a distance education class in a collaboration among the Massachusetts Institute of Technology, the Pontificia Universidad Catolica de Chile, and the Centro de Investigacion Cientifica y de Educacion Superior de Ensenada (Mexico). (Author/MES)

ED 444 474 IR 020 129

Nilsen, Anders Grov; Instefjord, Elen J.

Challenges of Using CSCL in Open Distributed Learning.

PUB DATE- 00

NOTE- 8p.; In: Society for Information Technology & Teacher Education International Conference: Proceedings of SITE 2000 (11th, San Diego, California, February 8-12, 2000). Volumes 1-3; see IR 020 112.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Computer Mediated Communication; *Computer Uses in Education; *Cooperative Learning; Courseware; Educational Technology; Educational Theories; Foreign Countries; *Group Activities; Higher Education; Information Technology; Teacher Education

IDENTIFIERS- *Collaborative Learning; Groupware; *Learning Environments; Norway

As a compulsory part of the study in Pedagogical Information Science at the University of Bergen and Stord/Haugesund College (Norway) during the spring term of 1999, students participated in a distributed group activity that provided experience on distributed collaboration and use of online groupware systems. The group collaboration process was mediated by information and communication technology, and the work was done on the presumption that each group member had access to his own computer. The groups collaborated through the network by means of a groupware program called TeamWave Workplace, a program that offers the participants a joint workspace and tools that allow users to collaborate, show and exchange files, have common databases, write/draw on the same screen, etc. The assignment was to create a room in TeamWave Workplace that enables learning of a specific subject. This paper presents a theoretical framework of Computer Supported Collaborative Learning (CSCL) and findings--both challenges and crucial elements--based on participation in this open, distributed, and collaborative learning environment. (Contains 18 references.) (MES)

ED 444 475 IR 020 130

Hamza, Khalid; Alhalabi, Bassem; Marcovitz, David M.

This paper describes the basic knowledge necessary to promote the students' ability to analyze, design, and construct information systems. The curricula and the practical teaching material are proposed with which students can experience information system development by applying the basic knowledge of lectures. The subjects of the basic knowledge are programming, software design, information system development, database, and network. Retail management is taken up as one of the practical teaching materials for students to learn the relationship between basic subjects; students study the requirements of a wholesale shop and design a new system. Until now, students have stayed within the fragmentary knowledge of lectures. Yet, with this teaching material, they can acquire practical ability doing concrete analysis, design, and construction. (Author/MES)

ED 444 496 IR 020 152

Tollett, John R., Ed.
Educational Leadership.
PUB DATE- 00
NOTE- 51p.; In: Society for Information Technology & Teacher Education International Conference: Proceedings of SITE 2000 (11th, San Diego, CA, February 8-12, 2000); see IR 020 112.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - General (020),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Education; Computer Uses in Education; *Educational Technology; Elementary Secondary Education; Faculty Development; Higher Education; Information Technology; *Instructional Leadership; *School Administration

This document contains the following papers on educational leadership programs and technology: (1) "Technology Standards for School Administrators: Implications for Administrator Preparation Programs" (Warren C. Hope, Bernadette Kelley, and Janet A. Guyden); (2) "Information Technology and the Transformation of Leadership Preparation Programs: A Response to Calls for Reform in Educational Practice" (Ian W. Gibson); (3) "Graduate Technology Coursework in a Framework of Professional Leadership" (Perry Rettig, Penny Garcia, and Scherie Lampe); (4) "Professional Development for Systemic Change: A Strategic Approach to Scaling Educational Reform through Professional Development Programs" (Stephen Best, Ronald Marx, Barry Fishman, and Deborah Peek-Brown); (5) "TLI: Recreating University Programs To Meet School District Needs" (Carolyn Rude-Parkins); (6) "'The Usual Suspects': Explaining Success and Failure in Instructional Technology Consortia" (Steven F. Jackson, Dolores Brzycki, and Mary Ann Cessna); (7) "ICT Training and Implementation: Inseparable Activities" (Reg North); (8) "Attitudes towards Using Computers in Administration among School Administrators" (Ahmad Rafee Che Kassim and Hatim Mohamad Tahir). (Contains 118 references.) (MES)

ED 444 497 IR 020 153

Gillan, Bob, Ed.; McFerrin, Karen, Ed.
Faculty Development.
PUB DATE- 00
NOTE- 154p.; In: Society for Information Technology & Teacher Education International Conference: Proceedings of SITE 2000 (11th, San Diego, California, February 8-12, 2000). Volumes 1-3; see IR 020 112.
LANGUAGE- English

(141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Uses in Education; Educational Technology; *Faculty Development; *Material Development; Multimedia Materials; *Portfolios (Background Materials); Teacher Education
IDENTIFIERS- *Electronic Portfolios

Two bodies of literature define the process for developing electronic teaching portfolios to support long-term professional growth: the multimedia development process (decide/assess, design/plan, develop, implement, evaluate) and the portfolio development process (collection, selection, reflection, projection/direction, presentation). As further defined, the Electronic Portfolio Development Process covers the following stages: (1) defining the portfolio context and goals; (2) the working portfolio; (3) the reflective portfolio; (4) the connected portfolio; (5) and the presentation portfolio. In addition, there are at least five levels of technology for developing electronic portfolios based on ease of use, including technologies that are appropriate at each level and stage. This combined process creates a foundation for powerful professional development. (Author/MES)

ED 444 515 IR 020 171

Pierson, Melissa E.; Kumari, Siva
Web-Based Student Portfolios in a Graduate Instructional Technology Program.
PUB DATE- 00
NOTE- 6p.; In: Society for Information Technology & Teacher Education International Conference: Proceedings of SITE 2000 (11th, San Diego, California, February 8-12, 2000). Volumes 1-3; see IR 020 112.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Uses in Education; *Educational Technology; Graduate Study; Higher Education; *Portfolio Assessment; *Student Evaluation; Teacher Education; World Wide Web
IDENTIFIERS- *Electronic Portfolios; University of Houston TX

This paper summarizes plans to implement portfolio assessment for graduate students in the Instructional Technology program in the College of Education at the University of Houston (Texas). Specific advantages of portfolios, and electronic and World Wide Web formats in particular, hold promise for the development and assessment of the student population. The goals for implementation are outlined, including a plan for informational seminars, criteria for item selection, portfolio components, anticipated barriers, and the role that portfolios are intended to play in the student graduation process. Contains 14 references. (Author/MES)

ED 444 516 IR 020 172

Abbott, Lynda; Siskovic, Holly; Nogues, Val; Williams, Joanne G.
Learner Assessment in Multimedia Instruction: Considerations for the Instructional Designer.
PUB DATE- 00
NOTE- 7p.; In: Society for Information Technology & Teacher Education International Conference: Proceedings of SITE 2000 (11th, San Diego, California, February 8-12, 2000). Volumes 1-3; see IR 020 112.
LANGUAGE- English

development. It is suggested that such confidence can be fostered by proper training. (Contains 15 references.) (MES)

ED 444 536 IR 020 192

Gershner, Vera T.; Snider, Sharla L.; Huestis, Ann; Foster, Jeanne M.
Integrating Technology at the Pre-Service Teacher Level: Examining the Process of Change.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 00
NOTE- 9p.; In: Society for Information Technology & Teacher Education International Conference: Proceedings of SITE 2000 (11th, San Diego, California, February 8-12, 2000). Volumes 1-3; see IR 020 112.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Curriculum Development; Educational Change; *Educational Technology; Evaluation Methods; Higher Education; *Preservice Teacher Education; Program Evaluation; Questionnaires; Teacher Attitudes; Teacher Competencies; Teacher Surveys
IDENTIFIERS- *Technology Integration; Texas Womans University

This paper provides a brief overview of the LINKS (Learning and Integrating New Knowledge and Skills) Program designed to integrate emerging technologies into the teacher preparation curriculum at Texas Woman's University and then details the associated research (evaluation) endeavor. This research effort provides for the assessment of individual attitudes and competencies of preservice teachers, mentor teachers, and instructors in order to refine the four cornerstones of the program--foundations, connectivity, productivity, and integration. Six instruments will be used during the course of the research in order to gather quantitative and qualitative data: the Basic Technology Competencies for Educators (BTCE); the Self-Evaluation Rubrics for Basic and Advanced Teachers Computer Use; the Technology Needs Assessment Survey; the Stages of Concern Questionnaire (SoCQ); the Levels of Use Interview (LoU); and the Open-Ended Statements of Concern. (Contains 16 references.) (MES)

ED 444 537 IR 020 193

Wang, Yu-mei
Preservice Teachers' Perception of the Teachers' Role in the Classroom with Computers.
PUB DATE- 00
NOTE- 9p.; In: Society for Information Technology & Teacher Education International Conference: Proceedings of SITE 2000 (11th, San Diego, California, February 8-12, 2000). Volumes 1-3; see IR 020 112.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Attitudes; *Computer Uses in Education; Educational Technology; Higher Education; Preservice Teacher Education; *Preservice Teachers; *Student Centered Curriculum; *Teacher Attitudes; *Teacher Role; Teacher Surveys; Use Studies
IDENTIFIERS- *Teacher Centered Instruction

This study investigated preservice teachers' perceptions of the teachers' role in the classroom with computers. The following

ROM in their classrooms? and (6) What technological boundaries will need to be overcome? The design goal of the project was to create a means for helping preservice teachers observe the complexity of the teaching and learning process through the use of innovative multimedia tools. The research goal was to document how the different versions of the case have been implemented in various teacher preparation courses and then report which features of the case were found to be consistently efficacious in supporting the teacher educators' curricular goals. (MES)

ED 444 557   IR 020 213

Hoic-Bozic, Natasa; Ledic, Jasminka; Mezak, Jasminka
Evaluating the Use of World Wide Web Courseware in Student Teachers' Education: A Case from Croatia.
PUB DATE- 00
NOTE- 7p.; In: Society for Information Technology & Teacher Education International Conference: Proceedings of SITE 2000 (11th, San Diego, California, February 8-12, 2000). Volumes 1-3; see IR 020 112. This work was suppored by the Open Society Support Foundation.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Software Development; Computer Software Evaluation; *Computer Uses in Education; *Courseware; Evaluation Criteria; Foreign Countries; Higher Education; *Hypermedia; Instructional Design; *Instructional Effectiveness; Preservice Teacher Education; Student Attitudes; Student Surveys; Tables (Data); *World Wide Web
IDENTIFIERS- University of Rijeka (Croatia)

This paper presents the outcome of research that deals with the development and use of World Wide Web hypermedia courseware in student teachers' education in the Department of Information Science at the Faculty of Philosophy, University of Rijeka (Croatia). The purpose of this research is to explore how the use of Web courseware improves the students' learning process as well as their comprehension. The results of a questionnaire about the effectiveness and quality of the courseware and the level of student acceptance of courseware as a teacher resource are presented. The criteria regarding evaluating the effectiveness of the courseware were grouped into five areas: content and instructional design; media elements and aesthetics design; navigation; communication; and evaluation. (Contains 12 references.) (Author/MES)

ED 444 558   IR 020 214

Baker, Elizabeth; Wedman, Judy
Preservice Literacy Teachers, Digital Literacy Portfolios, and Multimedia Case-Based Instruction: Examining the Theoretical Basis for Case-Based Instruction.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 00
NOTE- 7p.; In: Society for Information Technology & Teacher Education International Conference: Proceedings of SITE 2000 (11th, San Diego, California, February 8-12, 2000). Volumes 1-3; see IR 020 112.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

NOTE- 49p.; In: Society for Information Technology & Teacher Education International Conference: Proceedings of SITE 2000 (11th, San Diego, California, February 8-12, 2000). Volumes 1-3; see IR 020 112. Some figures may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - General (020),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Uses in Education; Distance Education; Higher Education; *Preservice Teacher Education; *Telecommunications; World Wide Web

This document contains the following papers on issues related to telecommunications and online learning in preservice teacher education: (1) "Using WebQuests as an Introduction to Methods" (Sarah A. Fernald and Philip E. Molebash); (2) "The Effectiveness of Preservice Teacher Training through the Internet" (Elaine Hoter); (3) "Innovation in Using Telecommunications in Pre-Service Teacher Education and the Impact upon Distance Learning Student Teachers" (Clive McGee and Russell Yates); (4) "Using the Web To Enhance Field Experiences for Preservice Teachers" (Vicki L. Cohen); (5) "Pre-Service Music Teacher Attitudes toward Web-Enhanced Learning in a Methods Class" (William I. Bauer); (6) "What Is Happening in the Virtual Classroom?" (Beate Baltes); (7) "Online Communication Modes--What's the Difference?" (Sue Espinoza); and (8) "Connect-ME: Building and Sustaining a Local, On-Line Professional Learning Community for Elementary Mathematics Educators" (Lynda Colgan). Individual papers contain 67 references. (MES)

ED 444 579   IR 020 235

Shih, Ching-Chun; Howard, Marvin; Thompson, Ann D.
Formative Evaluations of a Web-Based Masters Program: Insights for Web-Based Course Developers.
PUB DATE- 00
NOTE- 7p.; In: Society for Information Technology & Teacher Education International Conference: Proceedings of SITE 2000 (11th, San Diego, California, February 8-12, 2000). Volumes 1-3; see IR 020 112.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Agronomy; *Distance Education; Formative Evaluation; *Instructional Development; Instructional Effectiveness; Masters Programs; Program Evaluation; Student Attitudes; Student Surveys; Tables (Data); Teacher Attitudes; Teacher Surveys; World Wide Web
IDENTIFIERS- *Course Development; *Online Courses; University of Iowa

The purpose of this paper is to report on the various formative evaluation activities that have been conducted for the Masters of Science in Agronomy Distance Education Program at Iowa State University and to provide useful recommendations for educators involved in World Wide Web-based course development. It was found that those faculty members having experiences with distance education held more positive perceptions toward Web-based instruction. Students believed they were learning as much in the distant environment as they would on campus. They liked the interactive multimedia activities and asked for clear structure for navigation in each Web page. As results of the evaluations, lesson maps, examples of the calculations, glossaries, search, and more multimedia presentations have been

EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Uses in Education; Educational Media; *Educational Technology; Elementary Secondary Education; Internet; Professional Development; Teacher Attitudes; Teacher Surveys; Teaching Methods
IDENTIFIERS- Access to Computers; Technology Integration

The National Center for Education Statistics (NCES) administered a short survey of public school teachers in 1999 that included items on teachers' use of computers and the Internet. This report draws on that survey to describe teachers' use of education technology in their classrooms and schools, availability of this technology, their training and preparation for their use, and barriers to technology use they encounter. Additional data sources are used throughout the report to provide background information on these topics. Findings indicate that about half of the teachers with computers available in their schools used them for classroom instruction. Teachers' use of technology was related to their training and preparation and work environments. Teachers were more likely to use these technologies when the technologies were available to them, available in their classrooms as opposed to computer labs, and available in great numbers. Teachers who reported feeling better prepared were more likely to use these technologies than their less prepared colleagues. (Teachers who spent more time in professional development reported feeling better prepared than their colleagues.) Teachers who perceived that lacking computers and time for students to use computers as great barriers were less likely than their colleagues to assign students to use computers or the Internet for some instructional activities. Appendices include standard error tables for text tables and figures, survey methodology and data reliability, and the survey questionnaire. (AEF)

ED 444 600 IR 020 279

Silverstein, Joanne; Lankes, R. David
Digital Reference Services and Centers at the United States Department of Education: Analysis and Recommendations.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 99
NOTE- 94p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Document Delivery; *Electronic Mail; *Information Centers; *Information Services; *Online Systems; Program Development; *Reference Services
IDENTIFIERS- *Department of Education; Digital Technology; *Question Answering

This document reports on the e-mail-based question and answer services (digital reference) that the Department of Education offers to customers. The report is presented in five sections. Section 1, "Introduction," outlines the research goals which were to: analyze current processes, procedures and problems; suggest solutions for optimization of information delivery to customers; provide recommendations for policy; outline software requirements for possible future automation of processes; and suggest training goals for managers and specialists. Section 2, "Methods," describes the three-part approach to the research method: document analysis; in-depth interviews at six digital reference sites; and a poll of digital reference administrators

Orientation; Student Adjustment; Student Needs; *Student School Relationship; Two Year Colleges
IDENTIFIERS- African Americans; *Freshman Orientation

The four articles in this issue of Removing Vestiges reflect on institutional, curricular, and classroom approaches to freshman orientation. This issue provides examples of ways institutions meet the needs of their students. The first and last articles involve institutional orientation. Vrondelia Chandler, in "Preparing Community College Minority Programming To Serve an Urban Campus: Perceptions of the Needs of African American Students," takes the reader through a process of student services assessment. The last article, by Richard Gilliland and Mary-Margaret Simpson, entitled "Creating a Diversity Management Plan at Your Community College," provides a blueprint for making diversity a fundamental element of the college's mission. Grace Kannady's article, "Multicultural Instruction: The Teacher as the Most Transformed Learner," examines how an instructor can be transformed to serve new students by implementing a multicultural curriculum, and how such a transformation can benefit both the student and the professor. Irving Pressley McPhail and Christine Johnson McPhail, in "Transforming Classroom Practice for African American Learners: Implications for the Learning Paradigm," explore a culturally-tailored pedagogy. They have found that African American students are taught more effectively when the instructor adapts to learning styles shared by many African Americans. Each article contains references. (VWC)

ED 444 621   JC 000 564

Fast Facts 26-42.
PUB DATE- 00
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - General (020),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Students; *Community Colleges; Educational Finance; *Educational Trends; *Enrollment; Higher Education; *Institutional Characteristics; Student Characteristics; Student Needs
IDENTIFIERS- *Florida Community College System

The document is a compilation of Fast Facts on a wide range of issues affecting the Florida Community College System (FCCS) and higher education in general. It uses data extracted from a federal publication entitled "Answers in the Tool Box." Some of the topics that are addressed are as follows: important variables for student baccalaureate completion; serving the disabled; the economic value of a four-year degree; student transfer rates to institutions within the State University System; educational access and quality; FCCS student characteristics; distance education in the United States; freshmen survey on stress; state scholarships and grants in the FCCC; and perceptions of the public and parents on higher education. Data highlights include: (1) the number of disabled students increased by 13.9% between 1994-95 and 1998-99, rising from 14,418 to 16,426; (2) the number of blacks earning A.A. degrees increased by 58% between 1994-95 and 1998-99, Hispanic students earning A.A. degrees increased by 33%, and whites by 6%; (3) females earned 21% more A.A. degrees in 1998-99 than in 1994-95, and males 8% more; (4) the unduplicated headcount of A.A. graduates in the upper division of the Florida State University System increased from 48,417 in 1995-96 to 49,783 in 1998-99 (3%); and (5) FCCS grade point averages (GPAs) range expansion, consolidation, and revision, this report demonstrates how transfer policies and practices have evolved. Clearly, the recommendations set forth in the MacDonald Report in 1962 were so instrumental in shaping the higher education system that they have had significant implications for transfer effectiveness and for the kinds of transfer-related problems with which students and institutions have had to deal. In particular, the MacDonald report's recommendation that universities and colleges function as autonomously as possible has meant that the need for significant and ongoing effort in ensuring co-ordination and articulation among the many institutions within the system has been considerable. However, a number of persistent problems remain. Many committees associated with the issue of transfer, and existing policies and practices, have focused on honing and refining--rather than completely overhauling and rebuilding--the system. The paper also features an annotated review of materials on transfer research and policy in British Columbia. (Contains 42 references.) (VWC)

ED 444 641   JC 000 594

An Assessment of British Columbia's Post-Secondary Education Transfer Issues: The Student Perspective.
SPONS. AGENCY- British Columbia Council on Admissions and Transfer, Vancouver.
PUB DATE- 98
NOTE- 157p.; Prepared by GDA Research & Information Systems, Inc., under contract to CEISS.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Admission Criteria; College Credits; *College Transfer Students; Foreign Countries; *Higher Education; *Outcomes of Education; Questionnaires; *Student Attitudes; Student College Relationship; Tables (Data)
IDENTIFIERS- *British Columbia

This report assesses transfer issues from the student perspective in British Columbia. It centers on determining: where transfer students went for further studies; the nature of the transfer-related problems that were encountered; and the frequency these transfer-related problems were cited. The following five sub-cohort pairings, defined within each of the two major program type cohorts, were analyzed in order to discover significant differences in transfer-related behavior and experience: (1) comparing lower division Arts and Sciences students who continued studies with those who did not; (2) for students who continued studies, comparing students who attempted to transfer credits with those who did not; (3) for students who continued studies and attempted to transfer credits, comparing students who encountered transfer problems with those who did not; (4) for students who continued studies, attempted to transfer credits, and encountered transfer problems, comparing students who attempted to transfer the original credential (or all completed course-work) as one whole block of credits towards their new program with those who did not; and (5) for students who continued studies, attempted to transfer credits, and encountered transfer problems, comparing students who encountered transfer problems only at the old institution (sending) with those who encountered transfer problems at the new institution (receiving). It presents key findings and recommendations. The paper includes the questionnaire university, special access (mature, disabled), out-of-province college, or other. Section A, which includes tables 1-9, provides a profile of all 6,753 BC college transfers admitted to UVic by: year of admission, college, total transfer credit units, session type and full-time/part-time status, faculty, degree expected, program area, age interval, gender, and admission average. Section B examines the UVic performance of BC college entrants and is composed of tables 10-13. Tables 10 and 11 provide a profile of all BC college transfer students who first registered and commenced studies at UVic in any session between summer 1993 and winter 1997/98. Tables 12 and 13 focus on those who entered between summer 1993 and winter 1994/95 and hence have had sufficient time to earn a credential. Section C, composed of tables 14-17, focuses on the 1,937 BC college transfer students admitted between 1993-1998 who have graduated. Includes an appendix of definitions and technical notes is included. (VWC)

ED 444 661 JC 000 615

BC College Transfer Credit Evaluation: An Analysis of Students
Entering the University of Victoria, Winter 1998/99 Session.
SPONS. AGENCY- British Columbia Council on Admissions and
Transfer, Vancouver.
PUB DATE- 99
NOTE- 48p.; Chris Conway designed the study and prepared the
final report. Prepared by the University of Victoria, Office of
Institutional Analysis.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports -
Research/Technical (143)
DESCRIPTORS- *Academic Records; *Admission Criteria; *College
Credits; College Transfer Students; Community Colleges; Foreign
Countries; Higher Education; Transfer Rates (College)
IDENTIFIERS- *British Columbia; *University of Victoria BC

This report documents the results of the transcript evaluation process for British Columbia (BC) college transfer students who applied to the University of Victoria (UVic) for the winter 1998/99 session. It examines the extent to which BC college credits were transferable/transferred to UVic and the reasons why they were sometimes not transferable/transferred. Key findings of the analysis are presented. Students attempted an average of 51.18 credits at the BC college(s) they attended. BC college transfer students applied to UVic with 48.76 potentially transferable credits on average. Fewer than 5% of all attempted BC college credits were ineligible for transfer to the University of Victoria. About 11% of potentially transferable credits were not granted transfer to UVic. The primary reasons for this lack of credit transfer were that the courses were not articulated at UVic, the courses were transferred but at a reduced credit value, and an equivalent or duplicate course had already been granted transfer. About three-fourths of the credits that were successfully transferred mapped to specific UVic courses; one-fourth were granted unassigned transfer credit. The credit transfer patterns described above varied somewhat by BC college and by UVic faculty of admission. (VWC)

ED 444 662 JC 000 616

Cole, Brenda S., Ed.
South Texas Community College 1999-2000 Fact Book.
PUB DATE- 00

strategies, and main trends in the field of children's rights. Following welcome addresses to the conference, the 53 articles cover a variety of relevant topics, including the following: (1) the United Nations (U.N.) Decade for Human Rights Education; (2) children's rights and modern culture; (3) the U.N. Convention on the Rights of the Child; (4) the history of childhood and youth; (5) cross-national research on children's rights; (6) the Children's Defense Fund; (7) how to monitor children's rights more accurately; (8) networking with the nongovernmental organization community; (9) children and political participation; (10) children's city councils; (11) statistics on childhood; (12) the International Covenant on Civil and Political Rights and Children; (13) balancing traditional values and cultural plurality as they pertain to children's rights; (14) implementation of United Nations Juvenile Justice instruments; (15) UNICEF and children's rights; (16) refugee children and adolescents; (17) action against child labor; (18) children's rights in Asia; (19) the inter-American system for the protection of human rights; (20) implications of the U.N. Convention on the Rights of the Child for schools; and (21) UNESCO and children's rights education. Most of the papers contain references. (HTH)

ED 444 682 PS 027 317

Clark, Doug; Kahn, David
Maria and Mario Montessori: A Partnership for the Child. Videotape .
PUB DATE- 98
NOTE- 0p.; "In consultation with Renilde Montessori."
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Non-print Media (100)
DESCRIPTORS- Adolescents; Biographies; Childhood Needs; Children; *Educational History; Educational Practices; Educational Theories; *Montessori Method; Personal Autonomy; Preschool Education; Videotape Recordings
IDENTIFIERS- *Montessori (Maria); *Montessori (Mario); Montessori Schools

Noting that an examination of the historical and biographical context in which the Montessori educational theory and methods were developed can provide important insights into this educational approach, this 15-minute videotape explores the lives of Maria Montessori and her son Mario. Part 1 of the video, "Discovery: The Pioneering Generation," describes the development of the "Casa del Bambini" in 1907 in Rome, presents Maria Montessori's thinking regarding the development of young children and the role of the environment, and describes the international expansion of the Montessori approach to educating young children. Part 2, "India: Inspiring Elementary Education," discusses the internment of Maria and Mario Montessori in India during World War II, her theories about the absorbent mind of young children, and the definition and maturity of cosmic education for elementary school age children. Part 3, "Atlanta, '81: The Adolescent Project," presents an interview with Mario Montessori in which he discusses the similarities between the needs of adolescents and those of young children, the Montessori approach to educating adolescents, and the importance of considering the spiritual development of children and their link in the historical chain ensuring human evolution. (KB)

ED 444 683 PS 027 486

IDENTIFIERS- Project Head Start

This 3-year study evaluated a culturally and linguistically appropriate curriculum for 168 preschool children in a southwest Head Start program. Three yearly student cohorts (1997-98, 1998-99, 1999-2000) have participated in the study evaluating the Language Enrichment Activities Program (LEAP) as the curriculum. During Year 1, the English LEAP curriculum was used; the Spanish version was implemented in Year 2. Preschoolers received the curriculum in the language in which they were most proficient; children with mixed/undeterminable dominance or with limited English proficiency received the Spanish version. For Years 1 and 2, evaluation data were obtained on language growth in English and Spanish. For Year 3 of the study, the Developmental Indicators for the Assessment of Learning-3 (DIAL-3) in Spanish was used to assess students' progress in the following domains: motor, concepts, language, and total scores. Findings from Year 1 indicated that English Dominant students showed a nonstatistically significant increase in English language skills. The Spanish Dominant students evidenced significant growth in their English skills. The mixed dominant group showed significant improvement in English and significant declines in Spanish skills. Year 2 findings indicated that the English Dominant group did not show significant English skill growth. The Spanish Dominant group showed significant improvements in English and Spanish. The Mixed Dominant group had 14 and 12 point increases in English and Spanish, respectively. Year 3 findings indicated that the Spanish Dominant group showed significant growth in motor, concept, and total domains, with no change in language skills. The Limited English Proficient group showed significant growth in motor and total domains only. (KB)

ED 444 702 PS 028 775

Diersen, Kimberly
Improving Academic Achievement through Creative Alternatives to Traditional Homework Strategies.
PUB DATE- 00
NOTE- 69p.; Master's Action Research Project, Saint Xavier University and IRI Skylight Field-Based Masters Program.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- *Academic Achievement; Action Research; Assignments; *Change Strategies; Comparative Analysis; Early Adolescents; Grade 8; *Homework; *Junior High School Students; Junior High Schools; Parent Attitudes; *Student Attitudes; *Student Improvement; Student Motivation; Teacher Attitudes
IDENTIFIERS- Teacher Journals

Recognizing the relationship between homework completion and academic achievement, this action research project targeted eighth graders in all subject areas who failed to complete homework assignments and provided them with creative strategies to improve homework completion. Participating in the project were eighth graders from a small, suburban, Midwestern town. Homework completion problems were documented from existing grade reports, teacher anecdotal records, and surveys from parents, students, and teachers. The intervention program emphasized student personal responsibility by requiring assignment notebooks to be completed with current assignments. All homework assignments were graphed in the assignment notebook to show students and parents the students' personal homework progress. Afterschool study sessions were required for students receiving failing grades. Creative homework options

A Study of Interventions and Strategies To Improve Attending Behaviors in First and Second Grade Students.
PUB DATE- 00
NOTE- 75p.; Master's Action Research Project, Saint Xavier University and SkyLight Professional Development Field-Based Masters Program.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Action Research; *Attention; *Attention Control; Change Strategies; Grade 1; Grade 2; Learning Motivation; Observational Learning; Positive Reinforcement; Primary Education; *Student Improvement; *Time on Task
IDENTIFIERS- Organizational Skills

This action research project describes an intervention to increase attending and on-task behaviors in first- and second-grade students. The problem of inattentive behaviors was documented by means of teacher, student, and parent surveys and teacher observations. The intervention used behavioral management, organizational strategies, role playing, and cooperative grouping to increase attending and on-task behaviors. Post-intervention data indicated that targeted students demonstrated an improvement in their attending and on-task behaviors. (Six appendices contain surveys and checklists. Contains 26 references.)

ED 444 722 PS 028 807

Prekindergarten Program Product Evaluation Report, 1996-97.
PUB DATE- 97
NOTE- 48p.; For other "Prekindergarten Program Product Evaluation Reports," see PS 028 808-810, ED 405 082, and ED 401 993. Appendix C may not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Cognitive Development; Cognitive Measurement; Cognitive Objectives; Early Intervention; *Educational Assessment; *High Risk Students; Inner City; *Outcomes of Education; Parent Participation; Parent Role; Parent School Relationship; Parent Teacher Cooperation; Partnerships in Education; *Preschool Children; Preschool Education; Program Effectiveness; Program Evaluation; Psychomotor Objectives; *School Readiness
IDENTIFIERS- Prekindergarten Saginaw Objective Reference Test; Saginaw City School System MI

The Saginaw Prekindergarten Program is designed to provide 4-year-olds with an environment that will enable them to develop skills needed for future success in school, and to prepare inner city children for entry into kindergarten. The objectives of the program include specific achievements in 16 cognitive skills, psychomotor skills, and parental participation areas. An annual evaluation was conducted for the 1996-97 school year. A total of 456 children from 14 schools participated in the program. The Prekindergarten Saginaw Objective Reference Test assessed student achievement on a posttest-only basis. Teachers recorded the amount and type of parent participation throughout the year. Findings indicate that students attained all the cognitive objectives and three of the four psychomotor objectives. All objectives related to parent participation through classroom participation, parent meetings, and completion of home activities with the children were also met successfully. It was concluded that the Saginaw Prekindergarten Program was very successful for 1996-97, having attained 15 of products can be useful teaching tools and that new media products, particularly interactive ones, can motivate children more than traditional learning materials. (Contains 27 references.) (EV)

ED 444 739 PS 028 834

Albano, Sondra
Barriers and Facilitators to Use of Air Force Family Support Centers (FSCs): Lessons for Civilian and Military Sectors.
PUB DATE- 97
NOTE- 17p.; Based on an unpublished dissertation. The full dissertation is available through UMI. Paper presented at the Annual Conference of the NCFR Fatherhood and Motherhood in a Diverse and Changing World (59th, Arlington, VA, November 7-10, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Armed Forces; *Family Programs; Military Air Facilities; *Military Personnel; Use Studies
IDENTIFIERS- Air Force; *Family Resource and Support Programs; Family Support; *User Characteristics

This study focused on non-use of Air Force Family Support Centers (FSCs), a global network of programs and services designed to facilitate family adaptation to the mobile military lifestyle and to help commanders and supervisors respond to family needs. The study used the 1993 Air Force Needs Assessment Survey to investigate what factors facilitate or deter FSC use. Findings indicate that nonusers of FSCs had a low level of awareness of FSC services; perceived many barriers to FSC use; expressed few needs for community services; were officers rather than enlisted members; were spouses rather than active duty members; were single and childless rather than married with children; and were socially isolated from program information networks. (Includes recommendations and implications for the civilian corporate sector.) (EV)

ED 444 740 PS 028 836

Eastman, Wayne
The Active Living Approach: A Canadian Perspective for Physically Active Young Children.
PUB DATE- 00
NOTE- 12p.; Paper presented at the European Conference on Quality in Early Childhood Education (10th, London, England, United Kingdom, August 29-September 1, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Class Activities; Day Care; Developmentally Appropriate Practices; Early Childhood Education; Foreign Countries; Learning Activities; Motor Development; Movement Education; *Physical Activities; *Physical Activity Level; Physical Development; Play; Psychomotor Skills; *Young Children
IDENTIFIERS- Canada

Recognizing the role of physical activity in helping young children to attain desired objectives, educators should continually be investigating avenues for involving children in daily physical activity. This paper presents the Active Living approach, a uniquely Canadian experience that encourages young then explores research on achievement variables. The Digest concludes with a summary of research findings, including the following: (1) studies of attitudinal variables yielded some consistent findings, including differences in specific domains of self-concept between girls in single- and mixed-sex schools, and findings that support the view that single-sex contexts foster less stereotypical views of subjects; (2) studies finding positive achievement effects attributable to school type tend to view their findings as specific to certain contexts and group characteristics (including socioeconomic status); (3) some studies recognize that some single-sex schools are "doing something different" that may be reproducible in the coeducational context--these studies view policy and training interventions as particularly valuable; and (4) other studies have not claimed positive achievement effects for single-sex programs. The research, while inconsistent in its assessments of whether single-sex education is "better" than coeducation for girls, does reveal areas of consensus on specific indicators, which may serve as starting points for further research into how single-sex schools affect educational outcomes. (Contains 12 references.) (LPP)

ED 444 759   PS 028 862

Chenoweth, T.; Just, H.
Corporal Punishment: Does It Hinder the Development of Children?
PUB DATE- 00
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Child Abuse; Child Development; Child Rearing; *Children; *Corporal Punishment; *Discipline; *Parent Child Relationship; Parent Education; Research Problems

Noting that parents' use of corporal punishment to discipline their children remains a strongly debated issue, this paper examines the impact of corporal punishment on children's development, focusing primarily on its long-term effectiveness. The paper presents the history of spanking in the United States, including public opinion on corporal punishment, the declining practice of spanking in schools, and parents' reasons for spanking. Arguments presented against corporal punishment include sending children mixed messages about social behavior, increasing children's deviant or antisocial behavior, increasing violence and aggression, increasing cruelty to animals, increasing the probability of spousal abuse, and contributing to psychological problems such as depression, drug addiction, and anxiety. Arguments in favor of the use of corporal punishment focus on differentiating its effective use from harmful use, presenting research findings that a fair amount of corporal punishment (a light spanking less than once a week) did not affect children's adjustment negatively; findings regarding the contribution of parents' beliefs about spanking and their emotions to the practice; and methodological concerns about anti-corporal punishment studies. Guidelines for administering corporal punishment are presented. The paper asserts that there may be a middle ground where reasonable conclusions can be made about the use of corporal punishment. The paper further notes that there is too much conflicting evidence to outlaw corporal punishment completely but there is evidence that some forms of corporal punishment are inappropriate and should not be used to discipline children. Therefore, it is important for professionals to educate parents

Strengthening Community Networks: The Basis for Sustainable Community Renewal. Program Report.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 56p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Change Strategies; Community Cooperation; *Community Development; Models; Participative Decision Making; Rural Development; Rural Schools; *School Community Relationship; *Social Capital; *Social Networks; Trust (Psychology)
IDENTIFIERS- *Community Renewal

This report describes principles of community organization that can contribute to sustainable community renewal. Community is composed of social networks which form the community infrastructure. Relationships among people with the same roles are passive; relationships that cross role boundaries are active. Communities that exhibit active relationships have the greatest potential for sustainable community action and renewal. Active relationships develop when an atmosphere conducive to democratic participation is available to all interested community members. Social capital is a measurement of the levels of social trust and active relationships present in the community. Social infrastructure can be likened to social capital, and components of social infrastructure that apply to the rural context are outlined that revolve around trust and acceptance of diversity. Two tools that contribute to the creation and application of social capital, particularly in the rural context, are dialogue and school-community interaction. The process of bringing people together builds social capital, but to succeed, the process must be collaborative, not hierarchical. Dialogue is the first step toward collaboration. Three centers that promote dialogue are discussed, and case studies of dialogue in practice are given. School-community interactions are important because schools, especially in rural areas, are often the strongest community institution and youth are a vital resource that must be engaged into the community. Finally, five dimensions of successful collaborative development are discussed. Appendices present dialogue centers, theoretical models of community development, and collaborative community development models. (Contains 22 references.) (TD)

ED 444 778 RC 022 508

Yazzie, Tarajean
Holding a Mirror to "Eyes Wide Shut": The Role of Native Cultures and Languages in the Education of American Indian Students.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 29p.; Paper presented at the American Indian/Alaska Native Research Agenda Conference (Albuquerque, NM, May 30-June 1, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *American Indian Education; Biculturalism; Cultural Education; Cultural Maintenance; *Culturally Relevant

ED 444 795 RC 022 586

White, Marian, Ed.
Experiencing the Difference: The Role of Experiential Learning in Youth Development. Conference Report: The Brathay Youth Conference (Ambleside, England, July 5-6, 1999).
PUB DATE- 99
NOTE- 125p.; For selected individual papers, see RC 022 587-589.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Adolescent Development; Adolescents; Educational Strategies; *Experiential Learning; Foreign Countries; *Individual Development; Outdoor Education; Young Adults; *Youth Programs
IDENTIFIERS- Great Britain; Youth Community Service

This proceedings contains transcripts, presentations, and workshop summaries from a 2-day conference on experiential learning in youth development, held by the Brathay Hall Trust in the English Lake District. Brathay is a British educational charity that offers a variety of youth development courses, ranging from outdoor adventure activities to creative workshops. The conference aimed to make the case for an experiential approach to personal and social development, as an essential foundation for lifelong learning, social inclusion, active citizenship, and employability. Section 1 of the proceedings contains: (1) remarks by Susan Woodeson-Barr, Brian Liversidge, and Steve Lenartowicz; (2) transcript of a play dramatizing youth issues, "Lifting the Weight," presented by Geese Theatre Company; (3) outline of a speech "The Government Perspective" by George Mudie, British Minister for Lifelong Learning, on youth service, voluntary youth organizations, programs for disaffected and socially excluded young people, and postsecondary education; (4) "Redefining Learning for the Next Generation" (Valerie Bayliss); (5) "The Union Perspective on Youth Outreach and Training by the Trades Union Congress (Mark Holding); (6) "The Young Person's Perspective on British Youth Council Efforts to Engage Youth in Civic Life" (Andrew Cossar); (7) "Valuing the Future: Education for Spiritual Development" (Sister Jayanti); (8) "The Roots & Branches of Experiential Development" (Tony Saddington); (9) "Young-Person-Friendly Research: Part of the Youth Work Process" (Isabel Atkinson); and (10) "Brathay's Evaluation & Research Strategy" (Eva Pomeroy). Section 2 contains brief descriptions of conference workshops. Appendices describe Brathay's work with young people and present presenter biographies, a list of attendees, and the conference program. (SV)

ED 444 796 RC 022 587

Bayliss, Valerie
Redefining Learning for the Next Generation.
PUB DATE- 99
NOTE- 7p.; In: Experiencing the Difference: The Role of Experiential Learning in Youth Development. Conference Report: the Brathay Youth Conference (Ambleside, England, July 5-6, 1999); see RC 022 586.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Competency Based Education; *Education Work

Meehan, Merrill L.; Parrish, Paige; Keyes, Marian; Orletsky, Sandra; Coe, Pamelia; Lewis, Starr; Whitaker, Julie; Runge, Claudia; Tolbert, Shannon
Developing Writers: Pilot and Field Test of a School-Level Portfolio Writing Program Self-Study Process.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 59p.; Paper presented at the Annual Conference of the Association for Teaching and Curriculum (7th, Alexandria, VA, October 5-7, 2000).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Assessment; Educational Quality; Elementary Secondary Education; Instructional Effectiveness; *Needs Assessment; *Professional Development; Rural Schools; *Self Evaluation (Groups); *Writing Instruction
IDENTIFIERS- *Kentucky; Kentucky Education Reform Act 1990; *Quality Indicators

Since 1991-92, student writing portfolios have been part of Kentucky's high-stakes performance-based assessment. A study of schools with continuously improving or continuously declining writing portfolio scores led to identification of 36 indicators of successful writing programs. These indicators were used to develop a comprehensive needs assessment instrument, to be used in a school self-evaluation involving all stakeholders. This paper describes the pilot test and field test of the instrument, the School Study of Writing Instruction. The pilot test was carried out in a small K-6 school in western Kentucky and was deemed successful due to faculty participation and sense of ownership and the steering committee's customizing of the instrument. The results generated 18 recommendations and 22 proposed revisions. The field test was conducted in 11 primarily rural and small-town schools. The revised instrument involved a process in four steps: interviewing administrators, students, and teachers using questions related to the 36 quality indicators; writing a report profiling the school; rating the school on the indicators; and setting priorities for improvement. Five schools were assigned an external facilitator. Overall, conclusions about the self-study process were positive. Most schools completed the study to a satisfactory point and believed the effort to be worthwhile. The time required was a concern, but facilitator assistance was highly beneficial. The instrument was generally valid and reliable, but may be improved with various adjustments. Appendices contain statistical data tables and a time and task summary. (Contains 30 references.) (SV)

ED 444 814   RC 022 637

Prucha, Francis Paul, Ed.
Documents of United States Indian Policy. Third Edition.
PUB DATE- 00
NOTE- 408p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Historical Materials (060)
DESCRIPTORS- *Alaska Natives; *American Indian Education; American Indian History; American Indian Reservations; *American Indians; Elementary Secondary Education; *Federal

human usage patterns, and the earth as a system. These same patterns can serve as inspiration for art projects, and the software tools can allow multiple perspectives. Students can also take on the role of planners by querying the spatial data to help manage crop production, range management, county, and city planning. The purpose of this study is to develop effective professional development workshops in the use of GIS. This includes the support and information necessary for interested Wyoming teachers to use these resources in their classrooms to increase and enhance student achievement in areas of art, science, mathematics, geography, and technology. (Author/YDS)

ED 444 839   SE 063 908

Dass, Pradeep Maxwell
Evaluation of a District-Wide Inservice Professional Development Program for Science Teachers: Challenges Faced and Lessons Learned.
PUB DATE- 99
NOTE- 13p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (Boston, MA, March 28-31, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; Evaluation; *Faculty Development; *Inservice Teacher Education; Science Education; Science Teachers; Teaching Methods
IDENTIFIERS- Collier County Public Schools FL

Nation-wide dissemination of the Iowa Chautauqua Model for inservice professional development of K-12 science teachers has led to new professional development programs in many states. The Collier Chautauqua Program (CCP) implemented the Iowa Chautauqua model at the district level in Collier County, Florida. A formative evaluation of the implementation of CCP focused on teacher enhancement resulting from participation in the program, teacher concerns regarding classroom implementation of instructional innovations, and issues related to district-wide implementation of the program. Results were communicated regularly to the district administrators responsible for program implementation throughout the two year period of evaluation. A reflective analysis of the process of formative evaluation reveals challenges involved in conducting evaluation activities, limitations of the use of a survey instrument with Likert-type response scale, and limitations of qualitative approaches to data collection. Identification and discussion of these challenges are useful for improving formative evaluations, which in turn should improve the professional development program informed by such an evaluation. (Contains 58 references.) (Author/ASK)

ED 444 840   SE 063 909

Dawkins, Karen R.; Vitale, Michael R.
Using Historical Cases To Change Teachers' Understandings and Practices Related to the Nature of Science.
PUB DATE- 99
NOTE- 15p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (Boston, MA, March 28-31, 1999). Contains very small type that may not reproduce adequately.

Romanel, Celso; Filho, Jose Napoleao
The Civil Engineering Graduate Program at PUC-Rio: A Brazilian Experience.
PUB DATE- 98
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Civil Engineering; *Engineering Education; Foreign Countries; *Graduate Study; Higher Education; Program Descriptions; Program Development; Program Effectiveness
IDENTIFIERS- *Brazil

This document discusses the graduate programs in civil engineering at the Pontifical Catholic University of Rio de Janeiro, Brazil, the oldest Brazilian private university. The report features discussions of faculty member backgrounds, trends in student enrollment, women's participation in the program, degree completion, student origins, professional destinations, and sponsoring agencies. (WRM)

ED 444 863 SE 064 003

Blanco, Nestor H.
Analysis of a Quality Program in the Formation of Engineers Based on the ISO Norm 9000 Model.
PUB DATE- 98
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Quality; *Engineering Education; Foreign Countries; Higher Education; Program Development; Program Effectiveness; Program Evaluation; *Program Improvement
IDENTIFIERS- *Argentina; *ISO 9000

This paper discusses problems with the theoretical basis and conditions for implementing the quality insurance model for engineering programs. An analysis of a program of development and educational quality implemented in the Engineering Faculty of the National University of Lomas de Zamora in Argentina is presented. The minimum conditions are discussed that a program of insurance, evaluation, and university improvement should complete in order to guarantee their effectiveness. (WRM)

ED 444 864 SE 064 009

Eguiluz Moran, L. I.; Sanchez Barrios, P.; Cavia Soto, M. A.; Lavandero Gonzalez, J. C.; Martinez Lastra, J. L.
Application of New Teaching Technologies in Electrical Engineering in the University.
PUB DATE- 98
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Assisted Instruction; Computer Managed Instruction; *Computer Uses in Education; *Engineering Education; Foreign Countries; Higher Education; Hypermedia; *Instructional Materials; *Item Banks; Multimedia Materials; Navigation (Information Systems)

This paper describes a hypermedia system that can be used to teach electrical engineering at the university level. The

(13) "Teacher Preparation: Pre-Service and In-Service"; and (14) "School Organization." (Contains 177 references.) (BT)

ED 444 886 SO 031 164

Hahn, Carole L., Ed.; Hughes, Michael, Ed.; Sen, Trisha, Ed.
IEA Civic Education Study Phase I: The United States, Volume II. Responses to the 18 Framing Questions a-f and an Annotated Bibliography of Organizations Cited in a-f and Others Related to Civic Education.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 98
NOTE- 106p.; Annotated Bibliography prepared by Paulette Patterson Dilworth. For Volumes I and III, see SO 031 163-165. Expert panel authors: Margaret Branson, Gloria Contreras, Sheilah Mann, Pat Nickell, Richard Niemi, Valerie Pang, John Patrick, and Richard Sirvint.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131),Reports - Research/Technical (143)
DESCRIPTORS- Annotated Bibliographies; Attitude Measures; Case Studies; *Citizenship; *Citizenship Education; Educational Research; Elementary Secondary Education; *Public Schools; Social Studies; Student Reaction
IDENTIFIERS- International Assn Evaluation Educ Achievement

The more than 20 countries that participated in Phase 1 of the International Association for the Evaluation of Educational Achievement (IEA) Civic Education Study were asked to respond to 18 sets of framing questions formulated by an international planning committee. A National Expert Panel met to generate responses to the 18 sets of framing questions. Panelists volunteered to draft written responses to approximately two questions each, commenting on six points raised by the international committee: importance, policies, terminology, public discourse/controversy, organizations, and sources. Drafts were then evaluated by the whole panel. The National Expert Panel identified the questions they thought would be of highest priority, and these priorities were considered along with those of the other participating countries when the international committee selected the four core international questions addressed in the third document in this series. An annotated list of organizations involved in civic education in the United States is part of this document; these nongovernmental organizations, professional associations, and varied groups provide materials, educate teachers, sponsor contests, influence policy, and draw attention to particular facets of civic education. Information was obtained from the "Encyclopedia of Associations 95," as well as from organizational Web sites, responses from a survey sent to organizations, telephone interviews with organizational staff, and brochures obtained from exhibits. (Contains 54 references.) (BT)

ED 444 887 SO 031 165

Hahn, Carole L.; Dilworth, Paulette Patterson; Hughes, Michael; Sen, Trisha
IEA Civic Education Study Phase I: The United States, Volume III. Responses to the Four Core International Framing Questions g-q.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 98

"Archaeological Education and Private Sector Employment" (Joseph Schuldenrein; Jeffery H. Altschul); "Professional Education and Training for Public Service Archaeology" (Francis P. McManamon); "The Government Sector: Reforming the Archaeology Curriculum to Respond to New Contexts of Employment" (James J. Miller); "Community Relations: What the Practicing Archaeologist Needs to Know to Work Effectively with Local and/or Descendant Communities" (Joe Watkins, K. Anne Pyburn; Pam Cressey); and "Archaeopolitics: The Political Context of Archaeology" (Judith A. Bense). Part 4, "Archaeology Education in the Twenty-First Century: Models for Change," presents: "Overview of the Issues" (Kathleen M Byrd; Ricardo J. Elia); "Master of Arts in Heritage Resources: A Proposed Program at Northwestern State University of Louisiana (Kathleen M. Byrd); "Cultural Resource Management at the College of William & Mary" (Dennis B. Blanton); "A New Master's Program in Archaeological Heritage Management at Boston University" (Ricardo J. Elia); and "Teaching Public Archaeology at the University of South Florida" (Nancy Marie White). Part 5, "Questioning the Principles," contains: "Introduction: Thinking Outside the Box"; "Altered States: Archaeologists Under Siege in Academe" (K. Anne Pyburn); "Strategies for Change in Teaching and Learning" (Brian M. Fagan); "Refashioning Our Profession: Practical Skills, Preservation, and Cultural Resource Management" (Joseph Schuldenrein); and "Archeologists as Anthropologists: The Question of Training" (David G. Anderson). Part 6, "Where Do We Go from Here," considers "A Call to Action." (JEH)

ED 444 907 SO 031 815

Suzan, Eric
Toward a New Citizen.
PUB DATE- 96
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Citizenship; *Citizenship Education; *Civics; Elementary Secondary Education; Foreign Countries; Futures (of Society); *Government Role; Program Design; Social Studies
IDENTIFIERS- *Civic Values; *Mexico

This booklet discusses a program to strengthen the civic qualities of Mexican citizens in order to respond to Mexico's present and future challenges. The booklet enumerates the current situation, pinpointing indicators that show the Mexican government's need for attention: the nature of the Mexican political system does not support active participation by citizens in monitoring and influencing public policy; the proportion of women who have participated effectively in some kind of political protest is only half that of men; the hegemony of a unique party, murders with political tinges, and scandals surrounding political figures have generated a rejection of politics by certain sectors of the population; Mexican citizens are less well informed than citizens of other countries about public issues; and activities which benefit the community are not generally included in civic education in Mexico. In response to the present situation, the program's primary objective is to endow the new institutional frameworks and governmental programs with the support required for viability and effectiveness in strengthening Mexicans' civic qualities. The defining characteristics of the new citizen profile must be inspired in values and principles translated in

Nathan, Richard P.
Social Science in Government: The Role of Policy Researchers. New Edition.
PUB DATE- 00
NOTE- 219p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Evaluation Research; Government (Administrative Body); *Government Role; Political Issues; *Public Policy; *Social Science Research
IDENTIFIERS- Case Analysis; Policy Research; Researcher Role; *Welfare Reform

This substantially updated version of a book first published in 1988 tells the story of welfare reform in the United States over the past three decades, with an emphasis on contributions made by social scientists. This edition contains five new chapters with new case material to show how social science principles can be used in U.S. government. In addition, all of the chapters from the previous edition have been revised and updated. Following a foreword by Michael J. Malbin and a preface to the new edition, the book is divided into four broad parts: "Introduction" (Chapters 1 and 2); "Demonstration Research" (Chapters 3, 4, and 5); "Evaluation Research" (Chapters 6, 7, 8, 9, 10, 11, and 12); and "Conclusions" (Chapter 13). Each chapter contains endnotes. (BT)

ED 444 927 SO 032 167

Geography Framework for the 1994 and 2001 National Assessment of Educational Progress. NAEP Geography Consensus Project.
SPONS. AGENCY- National Assessment Governing Board, Washington, DC.
PUB DATE- 00
NOTE- 66p.; For 1994 Framework, see ED 373 019.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Achievement Gains; *Achievement Tests; Concept Formation; Elementary Secondary Education; *Evaluation Criteria; *Geographic Concepts; *Geography; *Geography Instruction; Grade 12; Grade 4; Grade 8; *National Competency Tests; Social Studies
IDENTIFIERS- *National Assessment of Educational Progress

The National Assessment Governing Board (NAGB) was created by Congress to formulate policy for the National Assessment of Educational Progress (NAEP). Among the Board's responsibilities are developing objectives and test specifications and designing the assessment methodology for NAEP. This document provides the framework to guide the development of the assessment instruments for the 1994 and 2001 NAEP in Geography. Altogether, four documents will be designed to guide the geography assessment and this Assessment Framework is the first. The others are the Assessment and Exercise Specifications, the Background Variables and Educational Policies, and the Student Achievement Data. This document contains: (1) "The Nature of Geography Education and the Geography Curriculum" (Mission Statement; The Nature of Geography; Geography Tools, Analytical Concepts, and Skills; Geography in the Curriculum); (2) "Overview of the Framework for the 1994 and 2001 NAEP Geography Assessment" (The 1994 and 2001 NAEP Assessment; Overview of the Assessment Content Dimension; Content Area One: Space and Place; Content Area Two:

a 2-year study of 10 exemplary teacher leaders who had played significant roles in their districts' and states' standards reform initiatives. Results indicated that ongoing, high quality professional development experiences played an important role in their careers. Their ability to collaborate with peers and to become more reflective practitioners was enhanced by powerful professional development. These experiences also expanded their professional networks. At the end of the 2-year data collection, the 10 teachers met to discuss the findings. During the discussion, they examined what differentiated excellent teachers from teacher leaders. Besides high levels of expertise, collaboration, reflection, empowerment, and flexibility, teachers needed to develop sophisticated expertise in pedagogical content knowledge and a professional network to support ongoing learning in order to be effective leaders. The encouragement of respected mentors and colleagues, coupled with continuous nourishment of their intellectual interests through rigorous learning opportunities, were the keys to their success. (Contains 23 references.) (SM)

ED 444 946   SP 039 397

Lee, Phoebe Pò
International Collaborative Development: Curriculum and Instructional Change in Taiwan.
PUB DATE- 00
NOTE- 9p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Curriculum Development; Educational Change; *Educational Improvement; Educational Quality; Elementary Secondary Education; Foreign Countries; *International Cooperation; *Partnerships in Education; Teacher Effectiveness; *Teacher Evaluation; Teachers; Test Construction
IDENTIFIERS- Florida International University; *Taiwan

This study examined an international educational partnership between Florida International University and Taiwan's Fu-Hsing school that emphasized curriculum and instructional change to improve educational quality in Taiwan. Collaborators from the institutions developed criteria for teaching effectiveness and established an evaluation system for Fu-Hsing teachers. Items were selected from two U.S. teacher appraisal instruments to create a teacher evaluation scale for the Fu-Hsing school. To determine which criteria were appropriate for Fu-Hsing, a seminar was held for Fu-Hsing teachers with courses on content knowledge, planning skills, selection and use of appropriate materials, classroom management, instructional skills, and human relations skills. Each section included lecture, demonstration, and practice of new skills. Seminar participants were surveyed regarding their level of acceptance of the criteria. The same criteria were presented at three conferences for university professors, principals, research fellows, teachers, and educational administrators. A final list of criteria was produced following the conferences, translated into English, and given to a Fu-Hsing English teacher for modifications. The final instrument was presented to principals of Taipei City to introduce them to teacher evaluation systems and observation methods. Results indicated that this appraisal system was useful in improving the quality of Fu-Hsing teachers' performance. (Contains 10 references.) (SM) the project in providing the teachers with the technical skills, knowledge, and motivation necessary to integrate technology within the curriculum effectively and efficiently. A follow-up evaluation was also conducted. Results are discussed in terms of the following questions that formed the focus of the evaluation: (1) What technology related skills do participants in the project already possess? (2) What concerns do participants currently have regarding the integration of technology within the curriculum? (3) How are teachers currently using technology within the classroom? (4) At what Level of Use are participants in their current use of technology and its integration within the curriculum? (5) What technology related skills are students currently acquiring through their teachers' use of technology within the curriculum? and (6) What is the perceived impact of current technology use by teachers on students? Recommendations based on conversations with project participants are also given. (AEF)

ED 444 454   IR 020 091

Micken, Kathleen S.; Cutting, Alan C.
eEducation: Interdisciplinary Crossroads. Research Paper: Connecting Technology to Teaching and Learning.
PUB DATE- 00
NOTE- 10p.; Connecting the Crossroads, NECC 2000: National Educational Computing Conference Proceedings (Atlanta, GA, June 26-28, 2000); see IR 020 086.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Active Learning; Computer Assisted Instruction; Computer Literacy; *Constructivism (Learning); Curriculum Design; Elementary Secondary Education; Group Instruction; Higher Education; Instructional Innovation; Integrated Activities; *Interdisciplinary Approach; Learning Activities; *Marketing; Student Developed Materials; *Teaching Methods; World Wide Web

This paper presents the framework used in implementing "Marketing on the Web," an interdisciplinary course that integrates marketing and technology strategies, with an approach that is grounded in cognitive psychology and in constructionist theory. Though applied at the undergraduate level, the framework may be adapted to primary through graduate levels. The course is co-taught by two faculty: one from computer information systems (CIS) and one from marketing. Experimenting, creating, revising, discussing, publishing, and reflecting on works of their own, students are able to understand theory through action and experience the business value of technology through its application. Following discussion of the conceptual foundation, the instructional strategy is outlined, based on the five instructional principles suggested by Marzano and Reid et al. These include: Motivation: The Engagement Phase; Acquiring and Integrating Knowledge: The Exploration Phase; Extending and Refining Knowledge: The Transformation Phase; Using Knowledge Meaningfully: The Presentation Phase; and Productive Habits of Mind: The Reflection Phase. Contains 32 references. (AEF)

ED 444 455   IR 020 092

Parker, Mary Jo
Web-Based Extended Learning through Discussion Forums. Research

Remote Labs!
PUB DATE- 00
NOTE- 8p.; In: Society for Information Technology & Teacher Education International Conference: Proceedings of SITE 2000 (11th, San Diego, California, February 8-12, 2000). Volumes 1-3; see IR 020 112.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Simulation; Computer Software Development; Computer System Design; *Distance Education; Higher Education; *Internet; *Laboratory Experiments
IDENTIFIERS- Java Programming Language; *Learning Environments; Prototypes

This paper proposes an Internet facility that will authentically provide laboratory experiments remotely. Such a facility is brought to the doors of the distance learner to help provide learning that is comparable to that offered for conventional students. The paper describes the development of a prototype remote laboratory system, including software, hardware, procedures, and instructional systems. This includes surveys of existing alternatives (mainly software simulation environments), a description of the prototype remote laboratory environment, and a discussion of development issues, such as the reasons behind Java and RMI (Remote Method Invocation) as the system's development tools over other popular alternatives. (Contains 12 references.) (Author/MES)

ED 444 476 IR 020 131

Marsh, George E., II; Price, Barrie Jo; McFadden, Anna C.
An Overview of Online Educational Delivery Applications.
PUB DATE- 00
NOTE- 7p.; In: Society for Information Technology & Teacher Education International Conference: Proceedings of SITE 2000 (11th, San Diego, California, February 8-12, 2000). Volumes 1-3; see IR 020 112.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Software Evaluation; *Computer Uses in Education; *Courseware; Distance Education; Evaluation Criteria; Higher Education; *Vendors; *World Wide Web
IDENTIFIERS- *Course Development; *Online Courses

This paper is a report on the types of online delivery applications used in institutions of higher education (IHEs) to develop and implement World Wide Web-based courses. Many IHEs are grappling with ways to implement and manage online instruction by using local personnel and resources, purchasing some components of management, or outsourcing distance education entirely. While each institution will make decisions that meet its unique needs, it is important to know about the range of possibilities available to university administrators today. The major problems confronting IHEs are twofold: the lack of technical skill among faculty members to convert their courses into online formats; and the need to support and manage distance education. The paper provides an overview of popular online educational delivery applications from the following commercial vendors: Blackboard, Collegis, Complete On-Line Teaching Systems (COLTS), Convene, Creator, e-College, e-

EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - General (020),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Uses in Education; Constructivism (Learning); Distance Education; *Educational Technology; *Faculty Development; Higher Education; *Information Technology; Mentors; Models; Teacher Education; Telecommunications; World Wide Web
IDENTIFIERS- *Technology Integration; Technology Utilization

This document contains the following papers on faculty development and technology: "Involving Faculty in Faculty Development" (Kristine Blair and Dan Madigan); "Technology Use in Higher Education: A Faculty Development Model" (Jessica Kahn); "A Faculty of Education as a Community of Learners: Growing to Meet the Demands of Instruction and Technology" (Nancy Browne, Mhairi Maeers, and Elizabeth Cooper); "Faculty Development: From Computer Skills to Technology Integration" (Karen Milligan and Stephanie Robinson); "Technology Mentorships in Higher Education: An Optimal Match for Expanding Educational Computing Skills" (Sally R. Beisser); "Constructivistic Learning: Also for Faculty!" (Simone Terwindt); "Building a Vision for Technology Integration" (Ann H. McCoy); "Teaching Well with Technology" (Kevin Barry, Barbara Walvoord, and Thomas Laughner); "Ten Years of Technology Training for Faculty" (Neal W. Topp and Robert Mortenson); "Teachers' Distance Professional Development and Support Model" (Peter Serdiukov, Dale Niederhauser, and Ralph Reynolds); "Teaching the Teachers: Faculty Development Institutes at Two Universities" (Marcus Childress and Ray Braswell); "The Evangelist and the Conscientious Objector--Lessons Learned from Faculty Development" (D. Lynnwood Belvin and Lawrence Baines); "Puzzled by Technology Professional Development? Which Pieces Fit in Higher Education?" (Ellen Newcombe and John Kinslow); "Aids and Cautions for Developers of Web Pages To Supplement Courses in Higher Education" (Cleborne D. Maddux); "Power Web Searching Techniques for Teacher Educators" (Judi Repman, Randal D. Carlson, Elizabeth Downs, and Ken Clark); "Interactive PowerPoint for Teachers and Students" (Terence Cavanaugh and Cathy Cavanaugh); "Networked Software Support of Staff Development" (David Baty and Raymond Moir); "Teacher Educators' Reflections on Using Group Response Technology" (Constance P. Hargrave, Anne Foegen, and Denise Schmidt); "Understanding Graphics for Effective Communication" (Jerry P. Galloway); "A Study of Two Online Learning Innovations: Implications for Teacher Education and Professional Development" (Herbert H. Wideman and Ronald D. Owston); "Teaching Old Dogs New Tricks" (Merylann J. Schuttloffel); "Frustration among Educators about IT Use" (Charlotte Bohrn and Urban Nulden); "The Impact of Information and Communication Technology (ICT) on Job Characteristics of South African University Academics" (A. Igonor and Y. Soul); "Building the Capacity for Systematic Integration of Technology in Teacher Education" (Rachel A. Vannatta and Blanche O'Bannon); "Integrating Technology into Preservice Teacher Education Method Courses: A Unique Business/University Partnership for Staff Development" (Ellen Hoffmann, Laura Rosenzweig, Joyce L. Morris, and Christy L. Faison); "The Unified Elementary ProTeach Program: Impacting UF and Beyond" (Colleen Swain); "Faculty Development and Preservice Teachers as Agents of Change" (Charles M. Savitt, Edward W. Hootstein, and Richard J. Rezba); "Faculty Development in Technology for Teachers of English for Specific Purposes (ESP) (Tatiana Slobodina); and "To Teach How or To Teach With: Four University's Approaches to Technology Integration for Teacher

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Uses in Education; Educational Objectives; Higher Education; *Instructional Design; *Instructional Development; Material Development; *Multimedia Instruction; *Multimedia Materials; *Student Evaluation; Teacher Education

This paper discusses instructional design considerations related to learner assessment in multimedia instruction. Topics addressed include: current practice in learner assessment; planning and presenting instructional objectives; objectives' role in learner orientation; objectives and "Just-in-Time" learning; feedback to the learner during instruction; learner assessment via computer-scored testing; online course assessment methods; portfolio and project instructor-based learning assessment; and durability of final assessment. Contains 17 references. (MES)

ED 444 517 IR 020 173

Tavalin, Fern; Gibson, David
Creating a Web of Evidence: Multimedia Examples of Student Performance.
PUB DATE- 00
NOTE- 7p.; In: Society for Information Technology & Teacher Education International Conference: Proceedings of SITE 2000 (11th, San Diego, California, February 8-12, 2000). Volumes 1-3; see IR 020 112.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Networks; *Computer Uses in Education; *Educational Technology; Elementary Secondary Education; Information Technology; *Multimedia Instruction; Multimedia Materials; Professional Development
IDENTIFIERS- Technology Utilization

Supported by funds and technical assistance from the U.S. Department of Education Innovation Challenge, the WEB Project has built several dynamic online networks that foster professional growth and measure improvement in student learning. The classrooms and networks of teachers and community professionals involved include work in music, visual arts, history, and literature. By design, the WEB Project serves all students. Each classroom or network incorporates vital learning results like communication, problem solving, critical thinking, civic responsibility, and personal development into its use of technology. Community and statewide organizations aid in the educational process and help to set standards for quality. The project has developed successful advanced technology strategies in three broad areas of work: (1) developing and using online assessment systems; (2) achieving high quality work, including focusing of production and elaboration of ideas, and using a variety of evidence; and (3) sustaining professional growth, including adaptation of existing models to align with standards, using electronic examples of performance, articulation of standards to include evidence of performance and student work samples, demonstration of student achievement via Web-based portfolios, and general guidance for improvement while work is in-progress. (MES)

ED 444 518 IR 020 174

questions were investigated: (1) What are the preservice teachers' perceptions of the teachers' role in the classroom with computers, measured in terms of teacher-centeredness and student-centeredness? (2) What are the preservice teachers' perceptions of computer use once placed in the classroom with computers, measured as teacher-centered computer use and student-centered computer use? and (3) Do the preservice teachers' perceptions of the teachers' role in classrooms with computers differ from their perceptions of computer use in terms of teacher-centeredness and student-centeredness? The findings of the study showed that there was no significant difference between preservice teachers' perceptions of teacher-centered roles and their perceptions of student-centered roles in the classroom with computers. The preservice teachers perceived that they would be likely to engage in teacher-centered activities and student-centered activities on an equal basis while teaching in classrooms with computers. Nevertheless, there was a significant difference between the preservice teachers' perceived teacher-centered computer use and the student-centered computer use. The preservice teachers would be more likely to use the computer as a teacher-centered tool than as a student-centered tool. (Contains 30 references.) (MES)

ED 444 538   IR 020 194

Wang, Yu-mei
Student Teachers' Perception and Practice of the Computer Use during the Practicum.
PUB DATE- 00
NOTE- 9p.; In: Society for Information Technology & Teacher Education International Conference: Proceedings of SITE 2000 (11th, San Diego, California, February 8-12, 2000). Volumes 1-3; see IR 020 112.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Attitudes; *Computer Uses in Education; Elementary Secondary Education; Higher Education; Practicums; Preservice Teacher Education; *Student Centered Curriculum; *Student Teachers; Student Teaching; *Teacher Attitudes; *Teacher Role; *Teaching Styles; Use Studies
IDENTIFIERS- *Teacher Centered Instruction

This study investigated student teachers' perception and practice regarding computer use during the practicum in terms of their teaching styles. The following questions were investigated: (1) What are the student teachers' perceptions of the teachers' role in the classroom with computers, measured in terms of teacher-centeredness and student-centeredness? (2) How did the student teachers use the computer during their practicum, measured as teacher-centered computer use and student-centered computer use? and (3) Are there any differences between the student teachers' perceptions of the teachers' role and their practice of computer use during the practicum? The results of the study showed that there was no significant difference between student teachers' perceptions of teacher-centered roles and their perceptions of student-centered roles teaching in the classroom with computers. The student teachers indicated that they would engage teacher-centered activities and student-centered activities on an equal basis while teaching in classrooms with computers. Nevertheless, results showed that there was a significant difference between the student teachers' teacher-centered computer use and their student-

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Case Method (Teaching Technique); *Educational Theories; Higher Education; Interviews; Literacy Education; *Multimedia Instruction; Preservice Teacher Education; Qualitative Research; Student Surveys; Teacher Surveys
IDENTIFIERS- Anchored Instruction; Generative Processes; Reflective Thinking; Situated Learning; *Theoretical Analysis

Case-based instruction (CBI) is used in a variety of professional schools. Studies indicate that CBI can have promising results, but they do not provide insights into the theoretical justification for using CBI. An earlier paper (Risko and Kinzer, 1994) identified five theoretical constructs for CBI: anchored instruction; reflective thinking; situated cognition; generative learning; and the ability that CBI has to prepare teachers to deal with the ill-structured nature of teaching. This research project studied the nature of these theories in a 16-week literacy course for preservice elementary education majors that used CBI in order to extend the theories themselves and reconsider their viability for CBI. Data included information about classroom interactions, the instructor's reflections about class activities, the instructor's reflections about the theories, students' answers to study guides as they analyzed the cases, videotapes of each class session, students' lesson plans and reflections from their concurrent field experiences, and audiotapes and notes from individual interviews with each student at the end of the semester. (Contains 22 references.) (Author/MES)

ED 444 559   IR 020 215

Klopfer, Eric; Colella, Vanessa
Modeling for Understanding.
PUB DATE- 00
NOTE- 7p.; In: Society for Information Technology & Teacher Education International Conference: Proceedings of SITE 2000 (11th, San Diego, California, February 8-12, 2000). Volumes 1-3; see IR 020 112. Figures may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Simulation; Computer Uses in Education; Faculty Development; High Schools; Inservice Teacher Education; *Models; Secondary School Teachers; *Teacher Workshops
IDENTIFIERS- *Model Building

This paper focuses on one method used to introduce model design and creation using StarLogo to a group of high school teachers. Teachers with model-building skills can easily customize modeling environments for their classes. More importantly, model building can enable teachers to approach their curricula from a more holistic perspective, as well as gain insights into the inquiry process and the concepts underlying their models. The model construction process served as a means of strengthening the teachers' understanding of subject area content and pedagogical principles, and these benefits extend to their students. (Contains 15 references.) (Author/MES)

ED 444 560   IR 020 216

Khalili, Parivash; Pate, Mari
An In Depth Look at How Learning in a Virtual Classroom Impacts on the Curriculum.

added to the courses. (Author/MES)

ED 444 580   IR 020 236

Tavalin, Fern; Quinn, Regina; Boke, Nick; Lavigne, Jane
Taking a Stand: Developing System-Wide Collaborations for Effective Discourse.
SPONS. AGENCY- Josephine Bay Paul and C. Michael Paul Foundation, New York, NY.
PUB DATE- 00
NOTE- 6p.; In: Society for Information Technology & Teacher Education International Conference: Proceedings of SITE 2000 (11th, San Diego, California, February 8-12, 2000). Volumes 1-3; see IR 020 112. Also supported by the U.S. Department of Education Technology Innovation Challenge Grant Program and America Online Foundation.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescent Literature; *Computer Mediated Communication; *Computer Uses in Education; *Cooperative Learning; *Group Discussion; Higher Education; *Literature Appreciation; Middle Schools; Preservice Teacher Education; Reading Comprehension; Thinking Skills; World Wide Web
IDENTIFIERS- Vermont

Using the example of Taking a Stand in Cyberspace, the authors articulate issues confronting school, community, and higher education groups as they create online discussions geared to deepen the level of student discourse about literature. Through a collaboration between the Vermont Center for the Book, the WEB Project, and six Vermont schools, middle school students read and discussed three books while teachers maintained an online discussion about the student conversations and the degree to which the student discussions showed evidence of reaching selected learning goals (i.e., reading comprehension, informed decisions, and responding to text). This paper presents the various perspectives of researchers and evaluators, teachers, students, and agency representatives as they work together to improve student online discussions about shared literature. It also gives suggestions for connecting preservice educators to the circle of participants. (Author/MES)

ED 444 581   IR 020 237

Watson, Kenneth L.
The InfoTective: Evaluating an On-Line Curriculum Framework.
PUB DATE- 00
NOTE- 8p.; In: Society for Information Technology & Teacher Education International Conference: Proceedings of SITE 2000 (11th, San Diego, California, February 8-12, 2000). Volumes 1-3; see IR 020 112.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Civil War (United States); *Computer Uses in Education; Curriculum Development; Educational Technology; High Schools; *History Instruction; *Instructional Design; Primary Sources; Qualitative Research; *World Wide Web
IDENTIFIERS- Technology Integration; *Web Sites

This paper reports on the findings from a qualitative case study representing ED.gov and related Centers. Section 3, "Results," describes findings from each of the above three data sources, and Section 4, "Issues," consolidates the findings and groups them. Section 5, "Recommendations," contains the research team's recommendations for re-designing and improving ED.gov digital reference Centers. Several appendices provide copies of the instruments and a glossary. (AEF)

ED 444 601 IR 020 351

Twigg, Carol A.
Who Owns Online Courses and Course Materials? Intellectual Property Policies for a New Learning Environment. Pew Symposia in Learning and Technology (2nd, Miami, Florida, February 17-18, 2000).
SPONS. AGENCY- Pew Charitable Trusts, Philadelphia, PA.
PUB DATE- 00
NOTE- 31p.; For full text: http://www.center.rpi.edu/PewSym/mono2.html.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- College Curriculum; College Faculty; Computer Uses in Education; *Copyrights; Courseware; Educational Technology; Higher Education; *Information Policy; Instructional Design; *Instructional Materials; Intellectual Property; Internet; Online Systems; *Ownership; *Public Policy
IDENTIFIERS- *Online Courses

The second of the Pew Symposia in Learning and Technology, whose purpose is to conduct an ongoing national conversation about issues related to the intersection of learning and technology, focused on policy issues related to the development and ownership of online courses and course materials. This paper builds on the work of participants, and captures the discussion and general conclusions. First presented as adaptations are each of the four cases examined at the Symposium to raise awareness of the issues and to stimulate discussion. The Arthur Miller case and the Unext.com case represent two sides of the same issue: the transfer of intellectual property from individual faculty members to organizations other than the home institution. The CaseNET case and the Math Emporium case represent two approaches to the commercialization of technology-mediated materials and methodologies. Following these cases, the paper discusses the context of online courses and course materials, and examines the two scenarios that are contributing to the state of anxiety in higher education. Discussion then moves to the law and why there is a lack of clarity when it comes to ownership of course materials. The paper concludes by exploring what kind of policy is needed. (AEF)

ED 444 602 IR 020 378

Sprague, Carolyn
An Introduction to Internet Resources for K-12 Educators. Part I: Information Resources, Update 2000. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 4p.; For Part II of Update 2000, see ED 438 808. Originally prepared by Nancy A. Morgan.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-

from 2.8 to 2.9, while SUS GPAs remain at 2.9. (JA)

ED 444 622   JC 000 565

Annual Personnel Report (APR) Data Base Data Element Dictionary, 1999-2000.
PUB DATE- 99
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Classification; Coding; *Community Colleges; *Databases; *Federal Regulation; *Personnel Data; Records Management; *School Personnel; State Regulation; Two Year Colleges
IDENTIFIERS- *Florida Community College System

The document comprises the data element dictionary for the Annual Personnel Report (APR) Data Base (Version 8.0), 1999-2000, for the Florida Community College System (FCCS). The Annual Personnel Reports System was created to meet federal and state requirements for reporting personnel information. The key fields are listed at the top of the table of data elements. Data elements tracked in this system include: annual salary, citizenship, date of birth, degree, ethnic origin, gender, personnel identification number, position title, reporting institution, soft money, tenure status, and terms employed. (JA)

ED 444 623   JC 000 570

Fiscal Year 2000 Salary Report for the Illinois Public Community Colleges.
PUB DATE- 00
NOTE- 51p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Colleges; *Compensation (Remuneration); Employment Practices; *Public Colleges; Salaries; *Salary Wage Differentials; *State Colleges; Two Year Colleges; Wages
IDENTIFIERS- *Illinois Community College System

This report presents data about compensation received by employees in Illinois' 48 public community colleges. Data are presented by peer groups with statewide totals. The seven peer groups are based on a combination of college enrollment (semester), geographic location, and financial data. These seven peer groups are described as follows: (1) headcount enrollment of less than 3,000, downstate, located in or near communities of less than 50,000 population; (2) headcount enrollment of approximately 3,000 to 4,000, downstate, located in or near communities of less than 50,000 population; (3) headcount enrollment greater than 4,000, downstate, located in or near communities of less than 50,000 population; (4) located downstate and in urbanized areas; (5) headcount enrollment less than 10,000, located in the Chicago metropolitan area; (6) city colleges of Chicago; and (7) headcount enrollment greater than 10,000, located in the Chicago metropolitan area. Most tables in this report contain information on full-time employees. This report includes faculty salary data, administrative salaries, other (non-teaching) professional staff salaries, information on average faculty load, salaries for selected administrators, salaries for positions similar to Universities Civil Service classifications, and fiscal year 1999 salaries actually paid to instrument in appendices. (Contains 14 references.) (VWC)

ED 444 642 JC 000 595

Neuschatz, Michael; Blake, Geneva; Friesner, Julie; McFarling, Mark
Physics in the Two-Year Colleges. AIP Report.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 98
NOTE- 80p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Community Colleges; *Physics; Questionnaires; Science Instruction; *Science Teachers; Teacher Attitudes; *Teacher Characteristics; Teacher Surveys; Two Year Colleges
IDENTIFIERS- *American Institute of Physics

The study developed a comprehensive and detailed picture of two-year college physics instruction by conducting a survey of 1,417 faculty members who teach classes in the field. There was little difference between full- and part-time faculty in their demographic characteristics. More surprisingly, there was also little difference in academic background. In both groups, a little over one-third held a Ph.D., with almost all the rest holding a master's degree. And, in both groups, roughly two-thirds had earned a graduate degree in physics. During the 1996-97 academic year, some 120,000 students took physics at two-year colleges. Thirty-one percent were women and 15% who were members of minority groups that are traditionally underrepresented in science. Most two-year college physics students were enrolled in the same type of introductory physics course that is taught in four-year schools and universities. Few faculty indicated that they had developed ties to or received regular input from potential employers of two-year college graduates. The major problems cited by full-time faculty included students' weak math backgrounds, insufficient funds for equipment and supplies, and inadequate space for labs/facilities outmoded. The study found extremely high levels of career and job stability. There was a major discrepancy between full- and part-time faculty salaries. The report includes survey instruments, methodology, and previous studies in appendices. (Contains 15 references.) (VWC)

ED 444 643 JC 000 596

Christian, Maria Elaine
The Community College Transfer Function: A Study of Its Success in Higher Education.
PUB DATE- 00
NOTE- 12p.; Master of Science Paper, Northeastern State University.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- *Academic Persistence; *College Transfer Students; Community Colleges; *Educational Assessment; Higher Education; *Student Educational Objectives; Transfer Programs; *Transfer Rates (College)
IDENTIFIERS- *Tulsa Community College OK

This paper claims that transfer is increasing in popularity among community college students due to a re-emphasis of importance by community college administrators, more convenient transfer policies and procedures, and beneficial credit transfer.

NOTE- 187p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Environment; Community Colleges; Higher Education; *Institutional Characteristics; *Outcomes of Education; *School Demography; *School Effectiveness; *School Size; Tables (Data)

The document contains South Texas Community College (STCC) facts and data. It provides a college profile and information on access, completion, transfer rate and success, graduate employment, student development, TASP Test passage rate, academic progress of all students, stakeholder satisfaction, finance, facilities, and an appendix listing institutional performance indicators. In 1999, 54 percent of STCC students were academically disadvantaged, 65 percent were economically disadvantaged, 3 percent were individuals with disabilities, and 7 percent were non-traditional majors. As of spring 1999, 22 percent of the fall 1995 first-time, full-time students graduated, 21 percent were still enrolled, and 6 percent transferred. During spring 1999, 38 percent of students with developmental math passed College Algebra while 37 percent of students with no developmental math passed the course. Results from the 1999 Graduate Follow-Up Survey indicate that 77 percent of graduates in the division of Business were employed in their field of study, continuing education or not seeking employment. Twenty-six percent of the faculty were very satisfied or satisfied with instructional facilities other than classrooms (labs, studios, etc.) while a much greater proportion of the students shared this attitude (59 percent). (JA)

ED 444 663   JC 000 617

Student Information System Instructions, 1998-99 Academic Year.
PUB DATE- 98
NOTE- 51p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Educational Finance; *Enrollment; *Higher Education; State Boards of Education; State Colleges; *State Standards; State Universities
IDENTIFIERS- *Indiana

This document presents the State of Indiana Commission for Higher Education's 1998-99 academic year Student Information System (SIS) Instructions report, which provides information about the codes used in the SIS. The purpose of the SIS is to provide comparable, accurate enrollment and financial aid information in a uniform manner and on a timely basis. The document contains the following items: (1) technical notes; (2) introduction; (3) section 1: general instructions for reports and submission deadlines, fall reports, annual reports, summer degree supplement, campus reports, census data for enrollment, reporting media, data elements not reported, and year 2000 issues; (4) section 2: annual data submission, which includes data elements requested and record layouts, data element dictionary, table 2: summary of required codes for SIS, appendix 1--student information system information form, appendix 2--campus codes, appendix 3A--Indiana county codes,

Confronting the Crisis: Childcare in America. A Lifetime Original Documentary. Videotape .
PUB DATE- 99
NOTE- 0p.; Produced by the Lifetime TV Project, "Caring for Kids: Our Lifetime Commitment."
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Non-print Media (100)
DESCRIPTORS- Adolescents; After School Programs; Change Strategies; Comparative Analysis; *Day Care; Elementary Education; *Employed Parents; Family Needs; Family Work Relationship; Government Role; Infants; Preschool Education; Prevention; *Public Policy; School Age Day Care; School Community Relationship; Videotape Recordings; Young Children
IDENTIFIERS- Availability (Programs and Services); Before School Programs; *Child Care Costs; *Child Care Needs; Europe; Family Leave; Juvenile Crime; United States

Noting that the United States is the only developed Western nation with no national child care, this videotape examines the need for high quality, affordable child care available to all families. Drawing on personal narratives of working parents overwhelmed with balancing work/family and child care needs/costs, the 50-minute video examines the emotional and financial strain of even less than quality care; explores how welfare reform policy neglected child care; compares how France addresses the issue of child care and family leave to policy in the United States; discusses how child care on-site at work sites provides a needed service but is still expensive for parents; highlights a public school district providing before- and after-school care; and calls for investing in early childhood care and before- and after-school programs, particularly for adolescents, as a way to reduce juvenile crime. The video notes the numerous child care bills that have stalled in Congress for political reasons and briefly notes steps for convincing the government to make child care a priority. (HTH)

ED 444 684 PS 027 611

Verhellen, Eugeen, Ed.
Understanding Children's Rights: Collected Papers Presented at the International Interdisciplinary Course on Children's Rights (3rd, Ghent, Belgium, June 27-July 4, 1998). Ghent Papers on Children's Rights No. 3.
PUB DATE- 98
NOTE- 761p.; For 1997 Ghent Proceedings, see PS 027 252.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - Proceedings (021)
DESCRIPTORS- *Adolescents; Child Advocacy; *Child Welfare; *Children; *Childrens Rights; Compliance (Legal); Developed Nations; Developing Nations; Foreign Countries; International Law; Nongovernmental Organizations; Well Being
IDENTIFIERS- UNESCO; UNICEF; *United Nations Convention on Rights of the Child

Papers compiled in this third annual conference collection deal in particular with views and theories on children's rights and provide extensive information on background, motivation, strategies, and main trends in the field of children's rights. Following the welcome addresses to the conference, the 52 papers cover a variety of relevant topics, including: (1) United Nations Decade for Human Rights; (2) the United Nations Convention on the Rights of the Child; (3) the role of culture in children's rights; (4) children's rights and children's replaced traditional worksheet methods that made it more attractive for students to complete their homework independently. The impact of the intervention was assessed by means of student surveys, grades, homework records, and teachers' anecdotal records and journals. In addition, student pre-algebra grades from the 2000 class were compared to those from the 1999 class that had not used assignment notebooks. Post-evaluative measures indicated that students completed more homework when required to keep a daily assignment notebook and when given homework options in place of traditional homework. Pre-algebra grades were higher and the number of missing assignments were fewer for the 2000 class than for the 1999 class. Graphing of homework results and use of after school study sessions were not perceived as useful in reaching the goal of increasing homework completion. (Four appendices contain the surveys used in this project. Contains 26 references.)(KB)

ED 444 783 PS 028 776

Kennedy, Patricia L.; Linwick, Marla A.; Vercell, Julie A.
Improving Social and Emotional Skills through Cooperative Learning.
PUB DATE- 00
NOTE- 61p.; Master's Action Research Project, Saint Xavier University and Skylight Professional Development Field-Based Masters Program.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Action Research; *Behavior Change; *Change Strategies; Cooperation; *Cooperative Learning; Elementary Education; *Elementary School Students; *Interpersonal Competence; Program Evaluation; Self Concept; Student Attitudes; Student Behavior; Student Improvement; Student Motivation; Student Responsibility; Teamwork
IDENTIFIERS- Character Education

Noting that poor social and emotional skills can interfere with academic growth of elementary school students, this action research project examined the impact of an intervention to improve students' emotional and social skills. Participating in the study were students from one fifth-grade public school class, one fifth-grade class in a private school, and one second-grade public school class. The problem of low social and emotional behavior skills in the areas of responsibility, motivation, self-confidence, and cooperation was documented by means of teacher, parent, and student surveys. The intervention program focused on cooperative learning activities, team building, and character education activities implemented around weekly themes: caring, listening, courage, courtesy, fairness, review, honesty and truthfulness, kindness and helpfulness, respect, responsibility, manners, work ethic, and review. The effects of the intervention were assessed by means of a teacher tally system and parent, teacher, and student surveys administered on a pre-post basis. Findings indicated that for public school fifth-graders, teachers noted a slight improvement in student behavior, with slight decreases in verbal and physical inappropriateness. Students reported a noticeable increase in cooperation but decreased responsibility and self-confidence. Parents reported a slight increase in positive school attitudes. For private school fifth-graders, teachers reported slight improvements in student behavior, with slight decreases in group and verbal inappropriateness but increases in physical inappropriateness. Students reported the 16 program objectives. It was recommended that building differences in results be examined and that the teachers and program supervisor jointly explore reasons for relatively poor achievement on one of the psychomotor objectives. (Six appendices include the prekindergarten objectives, data collection instrument, and tabulated data by building.) (KB)

ED 444 723 PS 028 808

Prekindergarten Program Product Evaluation Report, 1997-98.
PUB DATE- 98
NOTE- 49p.; For other "Prekindergarten Program Product Evaluation Reports," see PS 028 807-810, ED 405 082, and ED 401 993. Appendix C may not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Cognitive Development; Cognitive Measurement; Cognitive Objectives; Early Intervention; *Educational Assessment; *High Risk Students; Inner City; *Outcomes of Education; Parent Participation; Parent Role; Parent School Relationship; Parent Teacher Cooperation; Partnerships in Education; *Preschool Children; Preschool Education; Program Effectiveness; Program Evaluation; Psychomotor Objectives; *School Readiness
IDENTIFIERS- Prekindergarten Saginaw Objective Reference Test; Saginaw City School System MI

The Saginaw Prekindergarten Program is designed to provide 4-year-olds with an environment that will enable them to develop skills needed for future success in school, and to prepare inner city children for entry into kindergarten. The objectives of the program include specific achievements in 16 cognitive skills, psychomotor skills, and parental participation areas. An annual evaluation was conducted for the 1997-98 school year. A total of 444 children from 14 schools participated in the program. The Prekindergarten Saginaw Objective Reference Test assessed student achievement on a posttest-only basis. Teachers recorded the amount and type of parent participation throughout the year. Findings indicate that students attained all the cognitive objectives and three of the four psychomotor objectives. Eleven of the achievement objectives showed decreases in the percent of students meeting the mastery criteria in comparison to 1997 data. All objectives related to parent participation through classroom participation, parent meetings, and completion of home activities with the children were met successfully. It was concluded that the Saginaw Prekindergarten Program was very successful in 1997-98, attaining 15 of the 16 program objectives, It was recommended that building differences in results be examined, that the teachers and program supervisor jointly explore reasons for relatively poor achievement on one of the psychomotor objectives, and that an inservice session on language enhancement activities may be warranted. (Six appendices include the prekindergarten objectives, data collection instructions, and tabulated data by building.) (KB)

ED 444 724 PS 028 809

Prekindergarten Program Product Evaluation Report, 1998-99.
PUB DATE- 99
NOTE- 49p.; For other "Prekindergarten Program Product Evaluation Reports," see PS 028 807-810, ED 405 082, and ED 401 993. Appendix C may not reproduce adequately.
LANGUAGE- English

children to be physically active every day. This mission of Active Living is to support, facilitate, and promote the mobilization of adults to help young children participate in, enjoy, and value physical activity. The paper describes the application of the Canadian Active Living movement to infants, toddlers, and preschoolers and outlines benefits of physical activity. Also presented are principles related to physical activity as it pertains to young children, including the importance of focusing on the whole child, respecting growth patterns, providing equal opportunities for physical activity, providing a variety of choices, and keeping activities fun and non-threatening. Common myths impeding participation in physical activity are listed, including gender stereotypes, the role of structured activities, the impact of disabilities, and the use of expensive playground equipment. Sample activities promoting active play for infants, toddlers, and preschoolers are presented. The paper concludes by noting that identifying ways to use a child's imagination to create activities is a foundation of the active living approach. (Contains 13 references.) (KB)

ED 444 741 PS 028 837

McCoy, Brenda S.
The Influence of CD-ROM Technology on Reading Instruction and Language Development: An Annotated Bibliography.
PUB DATE- 99
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Annotated Bibliographies; *Beginning Reading; *Computer Assisted Instruction; Early Childhood Education; Emergent Literacy; Language Acquisition; *Optical Data Disks; *Reading Instruction; Reading Processes; Teaching Methods
IDENTIFIERS- Technology Integration

This paper is an annotated bibliography of 16 publications from 1994 through 1997 investigating the influence of CD-ROM technology in reading instruction and language development. Entries are listed alphabetically by author. In addition to full bibliographic information, each entry summarizes the publication in a few paragraphs. (EV)

ED 444 742 PS 028 838

Graves-Desai, Kelly, Ed.
Harvard Education Letter, 1999.
PUB DATE- 99
NOTE- 50p.; Published six times a year. For 1998 issues, see ED 433 117.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Academic Achievement; *Art Education; Brain; Classroom Techniques; Disabilities; *Discipline; Educational Facilities Design; Elementary Secondary Education; Grade Repetition; *Inclusive Schools; Knowledge Base for Teaching; Multiple Intelligences; Newsletters; Prevention; Program Effectiveness; *Reading Instruction; Reading Skills; Sex Education; *Social Promotion; Student Attitudes; Substitute Teachers; Team Teaching; Violence
IDENTIFIERS- Brain Development

This document is comprised of the six issues in volume 15 of the Harvard Education Letter, a bimonthly newsletter addressing on when and how corporal punishment can be used most effectively. (Contains 37 references.) (KB)

ED 444 760 PS 028 863

Cohen, Richard; Tunick, Betty Phillips
Snail Trails and Tadpole Tales: Nature Education for Young Children.
SPONS. AGENCY- Roger Tory Peterson Inst. of Natural History, Inc., Jamestown, NY.
PUB DATE- 93
NOTE- 87p.; Foreword by Roger Tory Peterson. Illustrated by Kurt Seaberg. Also supported by Pacific Oaks College and Children's Programs, the California Community Foundation, and the State of New York.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Class Activities; Classroom Techniques; Early Childhood Education; *Environmental Education; Habitats; Learning Activities; *Learning Centers (Classroom); *Outdoor Education; Teacher Role; Young Children
IDENTIFIERS- *Nature; *Nature Study

Nature education for young children involves building both cognitive and emotional connections to the natural world through the use of indoor and outdoor activities and through field trips. This guide to nature education is based on the stories of how two early childhood teachers created mini-habitats and then built indoor and outdoor activities around them. Following the introduction, the guide defines nature education and its importance, describes how children learn, identifies mini-habitats as developmentally appropriate, discusses the teacher's and the environment's role, suggests goals, discusses working with mixed-age groups, and suggests ways to talk with young children about death. Five of the chapters present stories of the mini-habitats and their use with 3- and 4-year-olds, followed by three chapters suggesting other mini-habitats to try. Each chapter begins with a description of the habitat, an explanation of how to set it up, and a list of activities to accompany it. Also included are discussions of children's day-to-day experiences as they explore the mini-habitats, and the teachers' responses. The mini-habitats presented are: (1) "Tadpoles to Frogs"; (2) "Earthworms"; (3) "Praying Mantises"; (4) "Silkworms"; (5) "Snails"; (6) "Butterflies"; (7) "Ladybugs"; and (8) "Fish and Pond Environments." The final section of the guide lists organizational resources, and recommended books and articles in the areas of science, early childhood and teaching, children and community violence, and children and death. (KB)

ED 444 761 PS 028 864

Kendrick, Abby Shapiro; Gravell, Joanne
Family Child Care Health and Safety Checklist: A Packet for Family Child Care Providers with Videotape .
PUB DATE- 93
NOTE- 62p.; Produced in cooperation with Work/Family Directions Development Corporation, Boston, MA. Video not available from ERIC.
LANGUAGE- English

Education; Educational Research; Elementary Secondary Education; Federal Indian Relationship; Language Maintenance; *Research Needs; Role of Education; School Community Relationship
IDENTIFIERS- Cultural Hegemony; *Native Americans

This paper discusses the role that culture and language can play in American Indian education, as well as some challenges of incorporating culture in education. The movement toward incorporation of language and culture in school curricula emerges out of a tattered educational history. This history shows how the use of Native languages and cultures in school has fallen on a continuum from English-only instruction to language and culture used only to achieve an ultimate goal of assimilation. Since the federal government funds most reform efforts in Indian education, it also determines the purpose and judges the success of such efforts. In contrast to assimilationist models of education, a bicultural education model expects that both the community and school will decide the purpose of education. In moving toward authentic incorporation of Native languages and cultures through a bicultural model, Indian educators must address challenges involving the diversity of understandings of language and culture, the diversity of understandings of culturally appropriate education, and the diversity of experience and tribal affiliation. The first step in overcoming unequal positioning of Native languages and cultures is to identify the power structures determining the purpose of education. Native efforts to reform education require guidance from educational research that seeks to preserve Native languages and cultures and to create opportunities where Native people can succeed in education. A research agenda should consider theoretical models, historical research on Indian education, practical studies on classroom teaching and learning, and related research on other minority groups. (Contains 29 references.) (SV)

ED 444 779 RC 022 512

Nadolny, Barry
Restructuring Professional Development as a Collaborative Practice: A Case Study of Educational Change in a Rural School Division.
PUB DATE- 99
NOTE- 95p.; Master's Research Project, Brandon University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Collegiality; *Educational Change; *Educational Cooperation; Elementary Secondary Education; *Faculty Development; Foreign Countries; Inservice Teacher Education; Models; *Rural Schools; *School Districts; School Surveys; State Standards
IDENTIFIERS- *Teacher Networks

This study examines the effects of changes made by a small rural school division in Manitoba (Canada) to its professional development model in response to requirements for new curricula and provincial standards tests. The study looks at the effects that sharing of local expertise, the restructuring of the traditional professional development funding model, and a concentrated effort on curriculum implementation have had on teacher effectiveness and satisfaction, and classroom instruction. Data were gathered from two surveys given to 66

Relationship; *Educational Needs; *Educational Trends;
*Employment Patterns; Experiential Learning; Foreign Countries;
*Futures (of Society); Lifelong Learning
IDENTIFIERS- United Kingdom

This paper outlines research findings about the future of work in the United Kingdom and discusses the implications for the future of education. A 2-year study sponsored by the Royal Society of the Arts predicts that in the next 20 years, conventional full-time, permanent jobs will almost disappear; flexible working, in every sense, will be the norm; and the great revolution of flexibility will blur the boundaries between work and the rest of life. Globalization and technology are changing the way that businesses and work are organized and managed. As work and life are redefining themselves, learning must be redefined also. The aims and organization of schools are still educating people for the Victorian economy and society. A curriculum that focuses on drilling large quantities of information into students' heads is useless when information is expanding exponentially. A curriculum for 2020 must focus not on acquisition of knowledge, but on development of competencies, defined as abilities to understand and to do. Next, the education system must take seriously the fact that people are different and learn in different ways. At present, there is little understanding or respect for different ways of learning; work-based learning is considered a second-class option, while experiential activities are often viewed as a treat or an add-on. In addition, the education system must recognize that learning occurs in places other than schools, that fully integrating information technologies into the delivery of education would turn the community into a learning resource. (SV)

ED 444 797   RC 022 588

Jayanti, Sister
Valuing the Future: Education for Spiritual Development.
PUB DATE- 99
NOTE- 9p.; In: Experiencing the Difference: The Role of
Experiential Learning in Youth Development. Conference Report:
the Brathay Youth Conference (Ambleside, England, July 5-6,
1999); see RC 022 586.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays
(120),Speeches, Conference Papers, "Papers Presented at..."
(150)
DESCRIPTORS- *Experiential Learning; Foreign Countries; *Futures
(of Society); Meditation; Outdoor Education; *Role of
Education; Self Concept; *Spirituality; *Values
IDENTIFIERS- *Reflection Process; Spiritual Development; United
Kingdom; United Nations

The Brahma Kumaris (BK) Spiritual University, headquartered in London, works toward helping others understand the role of spirituality in daily life and in creating a better world. In the early 1990s, a BK research project in 128 countries found that people's ideal vision of the future emphasized a return of the importance of values. In response, BK published a guide book that offered a universal approach to 12 spiritual values. BK was given general consultative status with the Economic Social Council of the United Nations and has been working with a UN agency to develop activities that promote incorporation of values in school curricula and to establish a program encouraging the spiritual development of young women. Another dimension of BK's work involves the practice of reflection and

Indian Relationship; *Federal Legislation; *Public Policy; Self Determination; Treaties; Tribes; Trust Responsibility (Government); United States History
IDENTIFIERS- Bureau of Indian Affairs; Land Rights

The 238 documents printed in this volume illustrate the history of the United States government and the American Indians from the founding of the nation to the end of the 20th century. They are a collection of official and quasi-official records that marked significant formulations of public policy. The documents, presented in full text or extracts, include federal legislation, court decisions, treaties, and administrative actions. Documents related to education include the Civilization Fund Act, 1819; Indian Commissioner statements on civilizing the Indians and on cooperating with Religious Societies, 1881-82; Use of English in Indian Schools, 1887; Supplemental Report on Indian Education, 1889; Inculcation of Patriotism in Indian Schools, 1889; Indian School Superintendents as Indian Agents, 1893; Indian Commissioner Leupp on Reservation Schools, 1907; Meriam Report, 1928; Report on Indian Education, 1969; Indian Education Act, 1972; Comprehensive Employment and Training Act, 1973; Student Rights and Due Process Procedures, 1974; Indian Self-Determination and Education Assistance Act, 1975; Tribally Controlled Community College Assistance Act, 1978; Education Amendments Act of 1978, Title XI: Indian Education; Indian Child Welfare Act, 1978; Report on BIA Education, 1988; Tribally Controlled Schools Act of 1988; National Museum of the American Indian Act, 1989; American Indian and Alaska Native Education, Executive Order 13096, 1998; and various treaties. (Contains an index, a selected bibliography, and a list of federally recognized Indian tribes as of March 2000.) (SV)

ED 444 815   SE 063 369

Environmental Readiness for the 21st Century. The Eighth Annual National Report Card on Environmental Attitudes, Knowledge, and Behavior.
SPONS. AGENCY- Environmental Protection Agency, Washington, DC. Office of Environmental Education.
PUB DATE- 99
NOTE- 53p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Attitudes; *Environment; *Environmental Education; *Misconceptions; Questionnaires; Surveys

The results of this survey are widely distributed to educators, policymakers, business executives, and the media to help America's leaders and the general public better understand what Americans know about the environment and how that knowledge relates to their attitudes and daily actions. The 1999 National Report Card examines the results of a 10-question quiz that looks at basic environmental knowledge and the persistence of strongly held environmental "myths"; that is, outdated or erroneous information about the environment. Sections include: (1) "Environmental Attitudes"; (2) "Environmental Knowledge"; (3) "Environmental Activities"; and (4) "Conclusions and Recommendations." (CCM)

ED 444 816   SE 063 621

Hines, S. Maxwell; D'Angelo, Gerardo
The Use of the CASE Network Standards in Preservice Level

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Biology; *Faculty Development; *Science History; Science Instruction; *Scientific Principles; Secondary Education; *Secondary School Teachers

Presented are the results documenting the proof-of-concept effectiveness of an 8-day afterschool professional development program through which secondary science teachers learned to implement an instructional method using historical cases in biology to teach nature of science concepts. Results of the study using a variety of quantitative and qualitative data sources confirmed that the prototype model was feasible for use by secondary teachers in biology to address nature of science concepts, and that the design components of the 8-day professional development program were effective in developing the required knowledge and skills, providing the support necessary for teachers to implement the model successfully in secondary biology classrooms. In addition, participation in the project and use of the historical cases model were found to enhance teachers' own understanding of key nature of science concepts relative to the limited understanding displayed by comparable control teachers. Discussion of the findings included the identification of areas for future development and research involving use of the historical cases model. (Contains 19 references.) (Author/ASK)

ED 444 841 SE 063 911

Van Driel, Jan H.; De Jong, Onno
The Development of Preservice Chemistry Teachers' Pedagogical Content Knowledge.
PUB DATE- 99
NOTE- 8p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (Boston, MA, March 28-31, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Chemistry; Foreign Countries; Graduate Study; Higher Education; Learning Problems; Mentors; *Pedagogical Content Knowledge; *Preservice Teacher Education; Science Teachers

This study investigated the development of PCK (pedagogical content knowledge) within a group of 12 preservice chemistry teachers (all M.Sc.) during the first semester of their 1-year post-graduate teacher education program. The study focused on PCK with respect to a central issue in science teaching; i.e., relating macroscopic phenomena to microscopic particles. The collection of data involved two written questionnaires, interviews with every individual preservice teacher and their respective mentors, and an audio recording of a specific workshop session in the teacher education program. Results indicated a growing awareness among the preservice teachers concerning the need, in teaching situations, to explicitly relate the macro level and the micro level to each other. Moreover, the importance of the careful and consistent use of language was noticed by many preservice teachers. The growth of PCK appeared to be influenced mostly by the preservice teachers' teaching experiences. Also, the workshop appeared to contribute substantially. Finally, for some preservice teachers, their mentors appeared to have influenced the growth system has a decision-making and data-handling capacity which serves to guide both teacher and student as to the degree of students' acquisition of learning objectives. The main advantages of the system are: (1) guidance in the study of a subject; (2) increased level of participation; (3) self-evaluation to monitor learning; (4) updated material offerings for students; (5) provided resources for teachers; (6) tutored distance learning; and (7) teacher-student communication. (WRM)

ED 444 865   SE 064 019

Brelet-Rueff, Claudine
Helping Children in the Humid Tropics: Water Education. IHP Humid Tropics Programme Series, No. 11.
PUB DATE- 00
NOTE- 69p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Child Health; Elementary Secondary Education; *Environmental Education; Foreign Countries; Teaching Methods; *Water Pollution
IDENTIFIERS- *Tropics

Considering that, of the 250 million new cases of water-associated diseases reported every year, 75% occur in tropical, poor, rural areas and slum-outskirts of big cities, it becomes clear that water education is a priority. This booklet illustrates that early water education can benefit the entire community. Since habits related to water use are learned very early in life, children's water education is vital. Chapter 1 considers a guide to the planning of training programs attuned to local cultures. Chapter 2 reviews children's specific needs and activities. These constitute the entry points through which water education can be developed with the most rapid and positive effects both on children's health and on the health of their entire community. Chapter 3 highlights the specific needs of the most vulnerable segment of the community--infants and mothers. Chapter 4 focuses on some appropriate techniques for children to use in their homes that may draw their parents in and improve the family's well-being. Chapter 5 introduces ways of helping children improve their community's comprehensive protection. Chapter 6 suggests ways of educating children to take responsibility and actively participate in the collective changes that can promote health and environmental security. (Contains 16 references.) (ASK)

ED 444 866   SE 064 048

Kerner, Tom
Numeric Literacy in Two Hours: A Language-Symbol Approach to Teaching Reading and Writing of Larger Numbers.
PUB DATE- 00
NOTE- 7p.; Paper presented at the Annual Adults Learning Math Conference (7th, Cambridge, MA, July 6-8, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)

NOTE- 214p.; For Volumes I and II, see SO 031 163-164.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; *Citizenship; *Citizenship Education; Data Collection; Educational Research; Elementary Secondary Education; *Public Schools; *Research Methodology; Secondary Education; Social Studies; Student Reaction
IDENTIFIERS- International Assn Evaluation Educ Achievement; Questions

This document is the third of four prepared for Phase 1 of the International Association for the Evaluation of Educational Achievement (IEA) Civics Education Study. The more than 20 countries that participated were asked to gather data to answer four Core International Framing Questions (CIFQs). Volume 2 explains the process from which the CIFQs emerge. All participating countries were asked to gather data on what students ages 14-15 are expected and/or likely to learn about: (1) democracy, political institutions, and rights and responsibilities of citizens; (2) national identity; and (3) social cohesion and diversity. For the fourth question, countries were to select either media, local participation, or the connection between the political and economic system. A National Expert Panel decided that for the fourth question data would be collected on what students are expected or likely to learn about the connection between the economic and political systems. The panel identified textbooks, state social studies coordinators, teachers, students, or organizations as the most appropriate data sources for obtaining information on each of the 11 points (textbooks, courses, instructional activities, assessment, extracurricular activities, activities outside the class, teacher training, media, influence of political parties, obstacles, and changes over the last 10 years) raised by the international planning committee. Further, panelists drafted initial interview protocols for student and teacher focus groups, questionnaires for organizational and state surveys, and a rubric for a content analysis of textbooks. (Contains 12 tables, 10 references, and appendixes with survey instruments and interview protocols, summary of state survey, and a list of textbooks evaluated.) (BT)

ED 444 888   SO 031 202

The Early Industrial Revolution: An Overview.
SPONS. AGENCY- National Park Service (Dept. of Interior), Washington, DC.
PUB DATE- 98
NOTE- 13p.; For related activity guides, see SO 031 203-205.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Capitalism; Field Trips; Heritage Education; Historic Sites; Immigrants; Labor Force; Primary Sources; Secondary Education; Social Studies; *United States History
IDENTIFIERS- *Industrial Revolution; Industrial Revolution; *Massachusetts (Lowell); Technological Change; Textile Industry

This lesson, which is based on a field trip to Lowell, Massachusetts, focuses on Lowell's preeminence as a textile weaving center beginning late in the 18th century. The lesson offers advice for managing the tour group, provides historical background on Lowell, the textile industry, and the United States and the world in general at the time, and forecasts the economic outlook for Lowell in today's world markets. The inclinations and attitudes; but in order to have a real impact over reality, future citizens must develop certain skills (especially the various communication skills) to be able to act as participatory and active citizens within the community. The booklet states that the Ministry of the Interior (SEGOB) will contribute to spread values, principles, attitudes, and skills that must be inculcated in the 21st century citizen. It concludes by asking and answering "Who Is a True Citizen?" and "Why Must We Love Mexico?" (BT)

ED 444 908 SO 031 818

Taxes and You. 1999 Edition. An Educational Curriculum on Federal Income Tax.
PUB DATE- 99
NOTE- 389p.
LANGUAGE- English
EDRS Price- MF01/PC16 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; Consumer Education; Economics Education; Government Role; *Money Management; Postsecondary Education; Social Studies; Tax Rates; Videotape Recordings
IDENTIFIERS- Income Tax Deductions; *Income Taxes; Internal Revenue Service; *Tax Preparation; Tax Utilization

This comprehensive educational curriculum aims to teach adults about federal income taxes and the role of taxes in the economy. The unit provides the tools, lessons, and activities to teach information about taxes and tax forms. The lessons build upon each other. Two instructional modules can be used separately as workshop topics, integrated into existing credit and non-credit courses, or presented together as a comprehensive unit on taxpayer education. The first module, "Economics of Taxation," explains how taxes affect people and the economy; it includes a 20-minute video program and three lessons. The second module, "Becoming Taxwise," explains personal financial management and the process of selecting and completing the correct federal income tax forms; it includes a 20-minute video program and 11 lessons. Each lesson has discussion suggestions, activities, and a short quiz. This 1999 edition was revised by the National Coalition for Consumer Education, Inc. (NCCE) and other professional educators. Full-sized copies of all forms, charts, and figures are contained in the Appendix section. (BT)

ED 444 909 SO 031 861

Mohapatra, Urmila
The Elderly and Social Change in Contemporary India: Governmental Response to the Needs of Elderly Population in India.
PUB DATE- 00
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Cultural Context; Data Interpretation; Developing Nations; Foreign Countries; *Government Role; *Needs Assessment; Nongovernmental Organizations; *Older Adults; Research Projects; *Social Change; Social Science Research
IDENTIFIERS- *India; Responsiveness (Government)

The Indian people are living longer, more women are working, and the country's one billion inhabitants are becoming more

Environment and Society; Content Area Three: Spatial Dynamics and Connections; Overview of Assessment Cognitive Dimension); (3) "Specifics of the Framework for the 1994 and 2001 NAEP Geography Assessment" (Content Domain; Content Area One: Space and Place; Content Area Two: Environment and Society; Content Area Three: Spatial Dynamics and Connections); and (4) "Characteristics of the Assessment" (General Recommendations; Item Pool Recommendations; Content Dimension; Cognitive Dimension; Achievement Levels in Geography; Descriptions of NAEP Geography Achievement by Grade Level; Conclusion). (Contains 32 references. Appendices include: The Consensus Development Process; and NAEP Geography Consensus Project Team, Steering Committee Members, and Planning Committee Members. (BB)

ED 444 928 SO 032 168

U.S. History Framework for the 1994 and 2001 National Assessment of Educational Progress. NAEP U.S. History Consensus Project.
SPONS. AGENCY- National Assessment Governing Board, Washington, DC.
PUB DATE- 00
NOTE- 85p.; For 1994 Framework, see ED 372 008.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Achievement Gains; *Achievement Tests; Concept Formation; Elementary Secondary Education; *Evaluation Criteria; Evaluation Methods; Evaluation Utilization; Grade 12; Grade 4; Grade 8; *History Instruction; *National Competency Tests; Social Studies; *United States History
IDENTIFIERS- *National Assessment of Educational Progress

The National Assessment Governing Board (NAGB) was created by Congress to formulate policy for the National Assessment of Educational Progress (NAEP). Among the Board's responsibilities are developing objectives and test specifications and designing the assessment methodology for NAEP. This document provides the framework to guide the development of the assessment instruments for the 1994 and 2001 NAEP in U.S. History. Altogether, four documents will be designed to guide the U.S. History assessment, and this Assessment Framework is the first. The others are Assessment and Exercise Specifications Report, Student Background Variables Report, and Reporting Format Recommendations. This document contains: "Introduction" (Background on the National Assessment of Educational Progress; Developing the Framework for the 1994 and 2001 NAEP U.S. History Assessment; Content Framework; Framework Development; Achievement Levels; Assessment Methodology); "U.S. History in Elementary, Middle, and High Schools" (Nature of U.S. History; Context of the NAEP U.S. History Assessment); "The Framework for the 1994 and 2001 NAEP U.S. History Assessment" (Elements of the Framework; Content Matrix Outline; Themes of U.S. History; Periods of U.S. History; Ways of Knowing and Thinking About U.S. History); "Desired Attributes of the Assessment and Its Exercises and Items" (Achievement Levels in U.S. History); and "Special Studies and Research." The appendices "NAEP U.S. History Consensus Project"; and "Illustrative Examples of Content" conclude the document. (BB)

ED 444 929 SO 032 169

Mack-Ernsdorff, Cindi
"Once Upon a Time, a Very Long Time Ago Now, About Last Friday..." (Pooh Bear).

ED 444 947 SP 039 398

Swanson, Judy; Snell, Jean; Koency, Gina; Berns, Barbara
The Role of Teacher Leaders in Scaling Up Standards-Based Reform.
PUB DATE- 00
NOTE- 7p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Standards; Action Research; Case Studies; *Educational Change; Faculty Development; Leadership Responsibility; Mathematics Education; Middle School Teachers; Middle Schools; Science Education; Teacher Improvement; *Teacher Role; Urban Schools
IDENTIFIERS- *Reform Efforts; *Teacher Leaders

This study examined 10 urban middle school teacher leaders who played significant roles in their districts' and states' large-scale standards reform efforts. Interviews, observations, and shadowing were conducted during the first year to examine the teachers' scope of work. Observations focused on teachers working with a range of students and with colleagues in formal and informal situations. Participants constructed portfolios with reflections on their own practice. The portfolios included lesson plans and student work; reflections on the lessons; and information on work with peers. A similar approach was used during the second year, with greater attention to teachers' leadership roles. Each year included a 3-day working conference in which the teachers completed action research. Presented in four papers, the results: evaluate the usefulness of a reflective tool for identifying essential qualities comprising teacher leadership; examine math and science reform issues that might explain the relative lack of middle school teacher leaders in these two disciplines; analyze the situation in middle school science; and discuss efforts to identity teachers' leadership qualities and how they were developed. The results note the importance of high quality professional development in understanding the career development of teacher leaders. (Contains 12 references.) (SM)

ED 444 948 SP 039 399

Carico, Kathleen M.
On-Line Multicultural Literature Discussions: How This Discourse Community Informs Teacher Educators.
PUB DATE- 00
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Uses in Education; *Discussion Groups; *Electronic Mail; Grade 8; Group Discussion; Higher Education; *Literature; Middle School Students; Middle Schools; *Multicultural Education; Preservice Teacher Education; Preservice Teachers; Teaching Methods
IDENTIFIERS- *Multicultural Literature

This study investigated the effects of computer-based technologies on literature discussions between preservice

Paper: Connecting Technology to Teaching and Learning.
PUB DATE- 00
NOTE- 10p.; Connecting the Crossroads, NECC 2000: National Educational Computing Conference Proceedings (Atlanta, GA, June 26-28, 2000); see IR 020 086. Figures will not reproduce adequately due to blurry print.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Mediated Communication; *Computer Software Evaluation; Computer Uses in Education; *Cooperative Learning; Educational Environment; Group Discussion; High School Students; High Schools; Metacognition; Multimedia Instruction; Problem Solving; Science Instruction; *World Wide Web
IDENTIFIERS- *Intranets

A science classroom was used to study the effects of a shared intranet environment on students' problem-solving ability and metacognitive reflection skills through shared contextualization. Subjects were first-time 9th- and 10th-grade biology students from three public high schools. An evaluative analysis of the CourseInfo software (Blackboard, Inc., 1998) was undertaken, and the tracking capabilities of the CourseInfo software were evaluated through measurement of: number of log-ons to the threaded discussion; number of threaded statements; number of threaded dialogue statements of response to other student statements; and number of threaded dialogue statements of response to teacher statements. Analysis of tracked user movement within the shared Web-based environment was investigated as one possible model of evaluating learner academic behaviors within, and as a result of, Web-based environments. Results of the study support tracking user movement as an avenue of quantifying the effectiveness of Web-based learning initiatives. (AEF)

ED 444 456   IR 020 093

Subramaniam, Karthigeyan
Images of Teaching with Computer Technology: A Metaphorical Perspective. Research Paper: Moving Beyond the Crossroads: Teachers as Agents for Change.
PUB DATE- 00
NOTE- 11p.; Connecting the Crossroads, NECC 2000: National Educational Computing Conference Proceedings (Atlanta, GA, June 26-28, 2000); see IR 020 086.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Attitudes; Computer Uses in Education; Educational Technology; Foreign Countries; Instructional Development; Instructional Effectiveness; *Metaphors; Secondary Education; *Teacher Attitudes; *Teacher Education; Teaching Methods; Training
IDENTIFIERS- Singapore; *Technology Integration

This paper focuses teachers' images of their own computer-integrated teaching: the way the teaching process is structured by teachers' relationships with computer technology and how this relationship defines their work and their thoughts, voices, and experiences. It also examines how teachers themselves comprehend and convey their roles and thus search for a new paradigm of opportunities that encompass these roles. Image is proposed in this study as a construct to understand teachers' particularistic knowledge in the context of teaching

Education, Embanet, MadDuck Technologies, SocratEase, WBT Systems, and WebCT. Evaluation criteria for online delivery applications are listed. (Author/MES)

ED 444 477 IR 020 132

Sujo de Montes, Laura E.; Gonzales, Carmen L.
More than Having a Connection: Qualitative Factors That Affect Learning in a Web-Based University Course.
PUB DATE- 00
NOTE- 7p.; In: Society for Information Technology & Teacher Education International Conference: Proceedings of SITE 2000 (11th, San Diego, California, February 8-12, 2000). Volumes 1-3; see IR 020 112.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Uses in Education; *Constructivism (Learning); Content Analysis; *Distance Education; Higher Education; Inservice Teacher Education; Interviews; Qualitative Research; *Student Attitudes; Student Journals; Student Surveys; *World Wide Web
IDENTIFIERS- *Online Courses

This paper reports the perceptions of inservice teachers participating in a World Wide Web-based university course. The pedagogical soundness of distance education courses that model constructivist learning theory and that are available to learners at times and places convenient to them are also examined. Qualitative methods were used to collect data, including an open-ended student questionnaire (the middle and end of the semester course analysis), electronic journals kept by the participants, and in-depth interviews with four participants. Content analysis and analysis of emerging themes were used to analyze the data. Themes from the questionnaire were grouped into four categories: class perceptions, technology, self, and professor. Themes that emerged from the journals were divided into three categories: class, problems, and feelings. The interviews revealed that students come to class with a set of ideas and assumptions that situate them more or less in the constructivist paradigm or in the traditional paradigm. (Contains 14 references.) (MES)

ED 444 478 IR 020 133

Offir, B.; Lev, Y.
Content Analysis as a Tool for Evaluating the Effectiveness of Distance Learning Systems.
PUB DATE- 00
NOTE- 7p.; In: Society for Information Technology & Teacher Education International Conference: Proceedings of SITE 2000 (11th, San Diego, California, February 8-12, 2000). Volumes 1-3; see IR 020 112.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Uses in Education; Content Analysis; *Distance Education; Educational Technology; Higher Education; *Instructional Effectiveness; *Instructional Innovation; *Interaction; Models; *Teacher Attitudes; Teacher Characteristics; *Teacher Student Relationship; Teacher Surveys
IDENTIFIERS- Risk Taking

Knowledge is a necessary condition for any kind of progress in

Preparation" (Kimberly A. Lawless, Louanne Ione Smolin, Neal Strudler, Scott W. Brown, and Steve Soulier). Individual papers contain references. (MES)

ED 444 498   IR 020 154

Crawford, Caroline M., Ed.
Collected Papers on Graduate & Inservice Teacher Education and Technology .
PUB DATE- 00
NOTE- 191p.; In: Society for Information Technology & Teacher Education International Conference: Proceedings of SITE 2000 (11th, San Diego, California, February 8-12, 2000). Volumes 1-3; see IR 020 112.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - General (020),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Uses in Education; *Educational Technology; *Faculty Development; Graduate Study; Higher Education; Information Technology; *Inservice Teacher Education; Internet
IDENTIFIERS- Technology Integration; *Technology Utilization

This document contains 35 papers on graduate and inservice teacher education and technology that address the following topics: teaching practice and the design of professional development activities; merits of mentoring and modeling in Internet technology integration; educating the educators; preparing teachers to investigate the effects of technology-supported instruction in effective partnership with researchers; the evolving concept of literacy with regard to media and digital literacy; developing teachers' technological fluency with LEGO Mindstorms; practical ways to improve instructional effectiveness using Internet-based course supplements; reflective judgment and cognitive interaction in an electronically distributed astronomy course for educators; a synergistic approach to technology education; using the Internet as a teaching tool to find statistics for use in graduate education; introducing modular in-service diploma courses at Trinity College Dublin (Ireland); classroom-based technology training for inservice teachers; incorporating ISTE (International Society for Technology in Education) standards and performance assessment in a constructivist approach to graduate teacher education; computer technology in foreign language teacher training; implementing the virtual campus learning community for teacher education at George Fox University; active learning environments that prepare teachers for technology; modeling technology use in special education teacher training; an effective model for professional development in using technology to learn; using the Internet to create a virtual learning community; metaphoric scaffolding--using digital video techniques to overcome teacher apprehension about new approaches to learning; the Alliance for Catholic Education (ACE); CTER (Curriculum, Technology, and Education Reform) online; using WebCT (Web-based course tools) to extend learning in graduate educational technology courses; the Targeted Instructional Staff Development Project; designing learning practices as professional development for teacher educators; a masters program that prepares teachers to use information technology; technology autobiographies in teacher education; the TUTORPEA project for adults' teachers lifelong learning; integrating technology into the school curriculum with thematic units; training sessions designed to help teachers enhance lessons with technology; the computer mediated

Victor, Stephen P.; Vafa, Shahrzad
Design and Development of Interactive Multimedia for Library Research Instruction.
PUB DATE- 00
NOTE- 7p.; In: Society for Information Technology & Teacher Education International Conference: Proceedings of SITE 2000 (11th, San Diego, California, February 8-12, 2000). Volumes 1-3; see IR 020 112.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Libraries; Authoring Aids (Programming); *Computer Assisted Instruction; *Courseware; Higher Education; Instructional Design; Instructional Development; *Library Instruction; Library Skills; *Material Development; *Multimedia Instruction; *Multimedia Materials; Research Skills; World Wide Web
IDENTIFIERS- Authorware

This paper describes the design and development of a multimedia program that provides instruction in locating, evaluating and citing information in a university library. The use of interactive multimedia for instruction is also discussed. The program was developed by a collaborative team of instructional designers, content experts, and media consultants using Authorware. The program uses multimedia elements, interactivity, Web-based media, and games to enhance the learner's experience of the instruction. Preliminary evaluations indicate the program is an effective means of providing undergraduate library research instruction. Contains 20 references. (Author/MES)

ED 444 519 IR 020 175

Miyamoto, Tomohiro; Harnisch, Delwyn L.; Yamada, Tsuneo; Hiraga, Yuko
Issues in the Design and Development of DVD-Materials for Teacher Training in Counseling.
PUB DATE- 00
NOTE- 7p.; In: Society for Information Technology & Teacher Education International Conference: Proceedings of SITE 2000 (11th, San Diego, California, February 8-12, 2000). Volumes 1-3; see IR 020 112.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Audiovisual Aids; *Audiovisual Instruction; *Counseling; Elementary Secondary Education; Foreign Countries; Higher Education; *Instructional Design; Instructional Development; Instructional Effectiveness; *Material Development; *Optical Disks; Teacher Education; *Videodisks
IDENTIFIERS- Digital Technology; Japan

To cope with dramatically increasing problematic behaviors among primary and secondary school students in Japan, training for counseling skills is considered one of the most important areas in current teacher education. The authors have developed on a DVD (Digital Video Disc) a prototype of counseling materials to assist both in the training of college students and in-service teachers learning counseling skills. Multi-angle scenes depicting client, counselor, and complete classroom views were

centered computer use during the practicum. The student teachers used the computer significantly more as a teacher-centered tool than as a student-centered tool. (Contains 21 references.) (MES)

ED 444 539   IR 020 195

Hazzan, Orit
Attitudes of Prospective High School Mathematics Teachers towards Integrating Information Technologies into Their Future Teaching.
PUB DATE- 00
NOTE- 7p.; In: Society for Information Technology & Teacher Education International Conference: Proceedings of SITE 2000 (11th, San Diego, California, February 8-12, 2000). Volumes 1-3; see IR 020 112.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Uses in Education; *Educational Technology; Foreign Countries; High Schools; Higher Education; *Information Technology; *Mathematics Instruction; Mathematics Teachers; Preservice Teacher Education; *Secondary School Mathematics; *Teacher Attitudes
IDENTIFIERS- *Technology Integration

This paper examines why the number of high school mathematics teachers who integrate computers into their math classes remains relatively low by analyzing the attitudes of prospective high school mathematics teachers. Data were gathered from written questionnaires and class discussions of four classes of prospective high school mathematics teachers in a course on integrating computers in the teaching of mathematics. Analysis of pro and con arguments about integrating computer activities in their future teaching of mathematics revealed a two-dimensional theoretical framework of cognitive, affective, and social factors according to the five categories that represent the class's components; i.e., the learners, the teacher, the learning material, the class atmosphere, and the learning environment. The paper briefly explains what each category means and presents pro and con arguments in each category as presented by the prospective teachers. (MES)

ED 444 540   IR 020 196

Akyurekoglu, Hasan
Perceptions of Teachers at Miami Shores/Barry University (MSBU) Charter School of Using Computers in Their Classrooms for Teaching.
PUB DATE- 00
NOTE- 6p.; In: Society for Information Technology & Teacher Education International Conference: Proceedings of SITE 2000 (11th, San Diego, California, February 8-12, 2000). Volumes 1-3; see IR 020 112.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Charter Schools; Computer Attitudes; *Computer Uses in Education; Constructivism (Learning); Educational Technology; Interviews; Middle Schools; *Teacher Attitudes; Teacher Surveys; Use Studies

This study examines the perceptions of middle school teachers at the Miami Shores/Barry University Charter School (Florida)

PUB DATE- 00
NOTE- 7p.; In: Society for Information Technology & Teacher Education International Conference: Proceedings of SITE 2000 (11th, San Diego, California, February 8-12, 2000). Volumes 1-3; see IR 020 112.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Action Research; *Computer Science Education; *Computer Uses in Education; *Curriculum Development; Foreign Countries; Higher Education; *Information Technology; Student Role; Teacher Role; Teaching Methods; *World Wide Web
IDENTIFIERS- Computer Operating Systems; Learning Environments; South Africa; *Virtual Classrooms

Operating Systems IV is a subject taught to fourth-year information technology learners at Technikon Natal, a tertiary educational institution in KwaZulu Natal (South Africa). During 1998, the need to introduce elements of flexibility in this course was identified. As a result, a virtual classroom was used as a communal resource base and a construction site where learners collaborate. To date, two cycles of this project have been executed. The new Web-based approach to the course has led to substantial improvements in teaching practice. Furthermore, benefits have emerged well beyond the original aims of the project--the process that was set in motion at fourth-year level has begun to transform the broader curriculum. This paper reflects on the first two cycles of an action research project. It deals with the impact of the World Wide Web on a traditional curriculum. Changing teaching and learning methodologies are discussed. (Contains 16 references.) (Author/MES)

ED 444 561 IR 020 217

Braswell, Ray, Ed.
Special Needs.
PUB DATE- 00
NOTE- 42p.; In: Society for Information Technology & Teacher Education International Conference: Proceedings of SITE 2000 (11th, San Diego, California, February 8-12, 2000). Volumes 1-3; see IR 020 112. Some figures may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - General (020),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Uses in Education; *Educational Technology; Elementary Secondary Education; Higher Education; *Special Education; Special Education Teachers; *Teacher Education
IDENTIFIERS- Technology Integration; *Technology Utilization

This document contains the following papers on special needs instruction and technology: (1) "Hawaii Special Education Teacher Induction" (Kalena Oliva and Quinn Avery); (2) "The Impact of Group v Individual Use of Hypermedia-Based Instruction" (Lewis R. Johnson, Louis P. Semrau, and Gail E. Fitzgerald); (3) "Assistive Technology Meets Instructional Technology: A Standards-Based Approach to Implementation in Teacher Education" (Joyce Pittman); (4) "Infusing Technology into a Preservice Teacher Education Program for Special Educators" (Evelyn M. Dailey); (5) "Web Enabled Teaching Aid for Non-Orthographic Languages" (Georgios Kouroupetroglou, Constantinos Viglas, and Christina Metaxaki-Kossionidis); (6) "Special Needs Software Evaluation: Choosing the Right One" (James W. Forgan, Roberta K. Weber, and Perry L. Schoon); (7)

evaluating an online curriculum framework for high school students. This framework integrates content, context, and technology with primary documents for the "Valley of the Shadow" Civil War Web site. Data were collected through interviews with selected students and the teacher, the students' and teacher's reflective journals, student reports, in-class observation supported by research notes, and evidence of participation in activities. An emergent design was used to analyze the observational and reflective journal data. Findings indicate that students were highly engaged in the activity and obtained a deeper understanding of American Civil War history though a designed reading, writing, and concept mapping instructional activity. Contains 13 references. (MES)

ED 444 582 IR 020 238

Mengel, Laura; Gatz, Sharon; Meehan, Stephen
Strategies Used in "Fermilab LInC Online" To Develop Leadership Teams That Integrate Technology To Support Constructivist Learning.
SPONS. AGENCY- Department of Energy, Washington, DC.; Illinois State Board of Education, Springfield.; North Central Regional Educational Lab., Oak Brook, IL. North Central Regional Tech. in Education Consortium.; National Science Foundation, Arlington, VA.
PUB DATE- 00
NOTE- 8p.; In: Society for Information Technology & Teacher Education International Conference: Proceedings of SITE 2000 (11th, San Diego, California, February 8-12, 2000). Volumes 1-3; see IR 020 112.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Uses in Education; Constructivism (Learning); Distance Education; *Educational Technology; Elementary Secondary Education; *Faculty Development; Inservice Teacher Education; *Instructional Design; *Instructional Leadership; Learning Strategies; Postsecondary Education; World Wide Web
IDENTIFIERS- Course Development; *Engaged Style; Scaffolding; *Technology Integration

Fermilab is a U.S. Department of Energy national laboratory for research exploring the fundamental nature of matter and energy. This paper describes the Fermilab LInC (Leadership Institute Integrating Internet, Instruction and Curriculum) Online program and the strategies used over the past six years to develop leadership teams that can: (1) recognize, design, and implement engaged learning experiences for and with their students based on local, state, or national standards; (2) effectively integrate technology in these experiences to allow students to communicate, collaborate, explore, research, and publish in ways that would not be feasible without the technology; and (3) provide professional development and act as change agents in their region. LInC has developed and refined a wide variety of scaffolding strategies to assist K-12 educators in making the transition from traditional lecture-based teaching to technology-supported engaged learning. LInC has also created a successful online course by developing online strategies to maintain and improve upon essential qualities of the original face-to-face course. Contains 7 references. (Author/MES)

of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Educational Research; *Educational Resources; Elementary Secondary Education; Information Sources; Instructional Materials; *Internet; *Models; Online Systems
IDENTIFIERS- ERIC Digests; Technology Plans

This Digest lists a sample of no-cost Internet resources of special interest to K-12 educators. Highlights include: Guides to Internet Resources; Lesson Plans and Teaching Materials; Keypals and Penpals; Acceptable Use Policies; Technology Plans for K-12 Schools; Internet Projects for the Classroom; Grant Information; E-Rate Information; Federal Government Information; State Education Departments; Standards-Based Education; Reference Resources; Library Catalogs; Kids Resources; and Other Resources. (AEF)

ED 444 603 IR 020 536

The Power of the Internet for Learning: Moving from Promise to Practice.
PUB DATE- 00
NOTE- 171p.; "Report of the Web-Based Education Commission to the President and the Congress of the United States."
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Computer Uses in Education; Educational Development; Educational Planning; Educational Policy; *Educational Practices; Educational Resources; Educational Technology; *World Wide Web
IDENTIFIERS- Technology Implementation; Technology Integration

Legislators and community leaders have the responsibility to develop policies and make informed decisions to ensure that new technologies will enhance, and not frustrate, learning. That is why Congress established the Web-based Education Commission that for the past year has been chairing an effort exploring ways in which the Internet is changing the delivery of education. This report reflects the cumulative work of the Commission and a consensus of its findings. The Commission was able to identify the key barriers that are preventing the Internet from realizing its full potential for enhancing learning. Based on findings, the Commission issues a call to action in this report to: make powerful new Internet resources, especially broadband access, widely and equitably available and affordable for all learners; provide continuous and relevant training and support for educators and administrators; build a new research framework of how people learn in the Internet age; develop high quality online educational content that meets the highest standards of educational excellence; revise outdated regulations that impede innovation and replace them with approaches that embrace anytime, anywhere, any pace learning; protect online learners and ensure their privacy; and sustain funding via traditional and new sources that is adequate to the challenge at hand. The report is divided into three main sections: "The Power of the Internet for Learning," "Seizing the Opportunity," and "Moving from Promise to Practice: A Call to Action." The second section is further divided according to the following: "Access to Broadband Technologies: Bridges Across the Digital Divide"; "Professional Development: How Technology Can Enhance Teaching"; "Correcting a Paucity of Research and Development"; "Compelling Online Content"; "Removing Regulatory Restrictions to E-Learning"; and "Privacy, Protection, and 'Safe Streets.'"; and "Funding for e-Learning: A Continuing Challenge". Sections one and two include both illustrative stories that demonstrate how the Internet is being faculty, administrators, other (non-teaching) professionals, and classified staff. (VWC)

ED 444 624 JC 000 571

Saunders, Pearl I.
Primary Trait Scoring: A Direct Assessment Option for Educators.
PUB DATE- 99
NOTE- 39p.; Paper presented at the National Council of Teachers of English Annual Convention (Denver, CO, November 18-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- English Instruction; Evaluation; *Evaluation Methods; Higher Education; Measures (Individuals); *Performance Based Assessment; *Scoring; Student Evaluation; *Writing Evaluation; Writing Instruction; Writing Tests
IDENTIFIERS- *Primary Trait Scoring

The paper examines an assessment method for measuring students' writing performance. Does Primary Trait Scoring reliably and validly accomplish the administrative, instructional, and evaluative purposes of the writing assessment? The Primary Trait Scoring guide has a few underlying principles: identification of qualities of effective writing; formulation of different criteria for different tasks; recognition of variables that affect students' writing; and examination of students' performance on a variety of writing tasks/use of multiple samples. Primary Trait Scoring is based on the idea that different modes of discourse place different demands on the writer in terms of audience and purpose. Its focused nature means that scorings can be replicated quite closely, and this approach can provide diagnostic information not available with the other scoring guides. The major drawback to this system is that papers are scored for one specific primary trait although the guide may have secondary traits. If a school district seeks in-depth data about students' performance in a specific discourse, then Primary Trait Scoring is valuable. If, on the other hand, broader information is sought, then Primary Trait Scoring would not be appropriate unless provisions were made for evaluating secondary traits as well. (Contains 31 references and 3 appendices.) (JA)

ED 444 625 JC 000 576

Bennett, Kathleen
Building Relationships in College "Classrooms" through Technology.
PUB DATE- 99
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Class Activities; *Classroom Communication; Classroom Environment; Classroom Techniques; *Educational Technology; Higher Education; *Student Participation; *Teaching Methods

The paper elaborates on communication techniques that can promote a sense of community in both the conventional classroom and online community college courses. To help students acquire a sense of recognition by their instructor, a personal note from the instructor acknowledging a student's improvement or

Research for this position was conducted at Tulsa Community College (Oklahoma). The research included yearly enrollment and graduate reports produced by the college and a survey of undergraduate students attending a four-year university in Oklahoma. The literature obtained for this study concludes that the transfer function is not perfect, but remains important for students wishing to pursue their education past the community college level. The statistics show increased interest and success with transferring students, and the efforts made by administrators encourage students to take advantage of the transfer function. The original purpose of the transfer function at the community college level has remained the same. The desire for students to attain their lower level collegiate education in order to pursue studies at a senior institution will always be present in higher education. Overall, the study concluded that the transfer function continues to be important and valuable. Its presence as a convenient means of pursuing a higher education beyond the community college level allows students the chance to earn baccalaureate degrees. (Contains 10 references.) (VWC)

ED 444 644 JC 000 597

Survey of Advising and Admissions Personnel on Administrative Systems Related to Transfer: Results.
PUB DATE- 97
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Advising; Administrator Guides; *Admission Criteria; *College Transfer Students; Community Colleges; Foreign Countries; *Higher Education; Student Attitudes; Transfer Programs; Two Year Colleges
IDENTIFIERS- *British Columbia

This report presents the results of the Survey of Advising and Admissions Personnel on Administrative Systems Related to Transfer questionnaire as prepared by the British Columbia Council on Admissions and Transfer's Task Force on Standards and Processes. Responses from 98 individual counselors were received. By far the most common type of transfers cited by advisors was from college university-transfer programs to university degree programs, followed by college career/technical programs to degree programs. The single most valued document in the advising process is the print Transfer Guide. Access to the online Transfer Guide was rated as the most "potentially" valuable resource. Most advisors feel that students do not have a good understanding of the transfer system. Based on their experience, respondents estimated that: 69% of students experienced no difficulties with the transfer process; 27% of students experienced minor difficulties with the transfer process; 9% of students experienced major difficulties with the transfer process. Of the 94 respondents who replied to the question: "Based on your experience, which of the statements below best describes the transfer process in BC British Columbia as you see it," 90% rated the system as "Good" (55%) or "Pretty Good" (35%). Nobody chose the option "This system does not work well." (VWC)

ED 444 645 JC 000 598

Finlay, Finola
Block Transfer Handbook: Constructing and Negotiating Block Transfer Agreements.

appendix 3B--U.S. states and territories codes, appendix 3C--foreign country codes, and appendix 4--scenarios for reporting site of instruction; (5) section 3: fall report, which includes definitions for fall report and appendix 5--survey instrument for fall report; and (6) section 4: summer degree supplement, which includes table 3: summary of required codes for degree supplement and appendix 6--summer degree supplement information form. (VWC)

ED 444 664   JC 000 619

Conklin, Karen A.
Career and Educational Interests of Johnson County High School Students.
PUB DATE- 00
NOTE- 75p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Career Choice; College Bound Students; College Preparation; Community Colleges; Educational Demand; *High School Students; High Schools; *Student Educational Objectives; *Student Interests; *Student Surveys; Tables (Data); Two Year Colleges
IDENTIFIERS- *Johnson County Community College KS

The report presents the major findings of a joint research project designed to determine the career and educational interests of Johnson County (Kansas) high school students. Results of these studies provide valuable insights into the current and future educational needs of the county's high school students and assist the school administrators and Johnson County Community College in planning to meet the individual needs of future students. More than 18,000 students responded to the survey. Between 81% and 89% of respondents indicated plans to enroll in college immediately after high school. Three out of four respondents planned to attend college full time, and 86% planned to eventually earn a bachelors degree or higher. But only between 57% and 64% of respondents to the past four studies indicated they were following a college preparatory course of study while in high school. The most popular career fields identified by survey respondents were business, health, fine or performing arts, computer-related fields, education, and engineering. Of note is the substantial decline in the percent of respondents indicating a preference for pursuing a career in business (from 25% in 1987 to 15% in 1999) and the increase in the percent indicating an interest in health careers (from 8% to 13%). Appendices contain tabled findings and the survey instrument. (Contains 34 tables.) (JA)

ED 444 665   JC 000 620

Conklin, Karen A.
Follow-Up of JCCC Career Program Completers: Class of 1997-98.
PUB DATE- 99
NOTE- 76p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Career Education; Community Colleges; Education

development; (5) children's political rights; (6) child advocacy; (7) the Non-Governmental Organizations and children's rights; (8) Childwatch International Research Network; (9) sociological perspectives on childhood; (10) children's social participation; (11) economic perspectives on childhood; (12) the World Bank and children's rights; (13) international human rights law; (14) UNESCO and children's rights education; (15) child labor; (16) adoption and children's rights; (17) UNICEF and child rights education; (18) children's rights and education; (19) the complementarity of the Convention on the Rights of the Child and the African Charter on the Rights and Welfare of the Child; (20) regionalism as a concern for South and Southeast Asia; and (21) the United States' failure to ratify the Convention on the Rights of the Child. Most of the papers contain references. (HTH)

ED 444 685 PS 028 552

Hirasing, R. A.; van Zaal, M. A. E.; Meulmeester, J. F.; Verbrugge, H. P.
Child Health in the Netherlands: Facts and Figures, 1997.
PUB DATE- 97
NOTE- 84p.; "The production of this publication was supported by a grant from the Ministry of Health, Welfare and Sport (Department of Health Policy) and the Foundation Parent and Child Care."
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *At Risk Persons; *Child Health; Child Welfare; *Children; Compulsory Education; *Demography; Diseases; Elementary Secondary Education; Foreign Countries; Health Promotion; Health Services; *Life Style; Mental Health; Mortality Rate; Preschool Education; Special Education
IDENTIFIERS- Access to Services; Child Mortality; *Health Status; *Netherlands; Playgroups; School Based Health Clinics

This book presents information on the current health status of children and adolescents in the Netherlands. Chapter 1 discusses demographic factors, including population trends and life expectancy. Chapter 2 focuses on children's health status, reporting on child mortality rates, abortion, birth rate, family planning, perinatal health problems, congenital anomalies, accidents at or around the home, traffic accidents, chronic conditions and handicaps, asthma, diabetes mellitus, vision, hearing, developmental problems, mental deficiency, and mental health. Chapter 3 presents information on lifestyle influences on children's health, including breastfeeding, dental health, leisure time, cigarette smoking, alcohol, drugs, and teenage sexuality. Chapter 4 discusses aspects of the Netherlands' health care system, including access to health care, organization, financing, obstetrical care, maternity home help, preventive child health care, preschool and school health care, vaccinations, general practitioner consultation rates, specialist service use, and hospital admissions. Chapter 5 focuses on social welfare and discusses pregnancy leave, breastfeeding at work, parental leave, child benefit, day care for children, youth welfare work, and youth care. Chapter 6 discusses education, focusing on play groups, compulsory education, and schools for special education. Chapter 7 presents information on children at risk, including preterm children, ethnic minorities, children of refugees, adopted children, child abuse, and school dropouts. The report concludes by noting that children in the Netherlands enjoy a decreased responsibility, motivation, self-confidence, and cooperation. For second-graders, there was little change in student responsibility, although there were improvements in motivation and self-confidence. (Three appendices contain the teacher, parent, and student surveys. Contains 20 references.) (KB)

ED 444 704 PS 028 777

Baty, Jody; Sorensen, June; Pancini, Mark; Pasier, Emilia H.
Using Social Skills Interventions To Increase Academic and Social Growth.
PUB DATE- 00
NOTE- 55p.; Master's Action Research Project, Saint Xavier University and Skylight Professional Development Field-Based Masters Program.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Action Research; Behavior Problems; Change Strategies; Interpersonal Communication; *Interpersonal Competence; *Middle School Students; Middle Schools; Peer Relationship; Program Effectiveness; *Skill Development; Social Behavior; Social Development; Socialization; *Student Behavior; *Student Improvement
IDENTIFIERS- *Social Skills Training

This action research project sought to increase the use of appropriate social skills by middle school students through an increased instructional emphasis on social skills. The specific social skills addressed were listening, encouraging, self-control, appropriate manners, and accepting others' ideas. These skills were introduced using M-charts and were explored in 2-week blocks using cooperative grouping, role play, direct instruction, journaling, discussion, and modeling. Post-intervention surveys and checklists indicated an increase in student use of targeted social skills. (Six appendices contain surveys, checklists, and lesson materials. Contains 19 references.) (EV)

ED 444 705 PS 028 778

Ciampa, Cheri; Farr, Jeanne; Kaplan, Karen
Improving Social Competencies through the Use of Cooperative Learning and Conflict Resolution.
PUB DATE- 00
NOTE- 88p.; Master's Action Research Project, Saint Xavier University and Skylight Professional Development Field-Based Masters Program.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Action Research; *Behavior Change; *Change Strategies; Classroom Environment; *Conflict Resolution; *Cooperative Learning; Elementary School Students; Grade 1; *Interpersonal Competence; Kindergarten; Kindergarten Children; Parent Attitudes; Peer Relationship; Primary Education; Problem Solving; Student Attitudes; Student Behavior; Teamwork
IDENTIFIERS- Team Building

Poor social skills among young elementary school students can result in lack of cooperation with others and an inability to resolve conflicts. This action research project examined the impact of a program for improving social competence through improving listening skills, cooperation, respect for others, and respect for authority. Participating in the project were 72

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Cognitive Development; Cognitive Measurement; Cognitive Objectives; Early Intervention; *Educational Assessment; *High Risk Students; Inner City; *Outcomes of Education; Parent Participation; Parent Role; Parent School Relationship; Parent Teacher Cooperation; Partnerships in Education; *Preschool Children; Preschool Education; Program Effectiveness; Program Evaluation; Psychomotor Objectives; *School Readiness
IDENTIFIERS- Prekindergarten Saginaw Objective Reference Test; Saginaw City School System MI

The Saginaw Prekindergarten Program is designed to provide 4-year-olds with an environment that will enable them to develop skills needed for future success in school, and to prepare inner city children for entry into kindergarten. The objectives of the program include specific achievements in 16 cognitive skills, psychomotor skills, and parental participation areas. An annual evaluation was conducted for the 1998-99 school year. A total of 400 children from 14 schools participated in the program. The Prekindergarten Saginaw Objective Reference Test assessed student achievement on a posttest-only basis. Teachers recorded the amount and type of parent participation throughout the year. Findings indicate that students attained all the cognitive objectives and three of the four psychomotor objectives. In comparison to 1998 data, six objectives showed minor to major decreases in the percent of students meeting the mastery criteria. All objectives related to parent participation through classroom participation, parent meetings, and completion of home activities with the children were met successfully. It was concluded that the Saginaw Prekindergarten Program was very successful in 1998-99, having attained 15 of the 16 program objectives. It was recommended that building differences in results be examined and that the teachers and program supervisor jointly explore reasons for relatively poor achievement on one of the psychomotor objectives. (Six appendices include the prekindergarten objectives, data collection instructions, and tabulated data by building.) (KB)

ED 444 725 PS 028 810

Prekindergarten Program Product Evaluation Report, 1999-2000.
PUB DATE- 00
NOTE- 49p.; For other "Prekindergarten Program Product Evaluation Reports," see PS 028 807-809, ED 405 082, and ED 401 993. Appendix C may not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Cognitive Development; Cognitive Measurement; Cognitive Objectives; Early Intervention; *Educational Assessment; *High Risk Students; *Outcomes of Education; Parent Participation; Parent Role; Parent School Relationship; Parent Teacher Cooperation; Partnerships in Education; *Preschool Children; Preschool Education; Program Effectiveness; Program Evaluation; Psychomotor Objectives; *School Readiness
IDENTIFIERS- Prekindergarten Saginaw Objective Reference Test; Saginaw City School System MI

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current issues in elementary and secondary education. Articles in this volume include the following: (1) January-February--"Retention vs. Social Promotion: Schools Search for Alternatives" (Kelly), and "School Design Can Say a Lot about Teaching and Learning" (Lawton); (2) March-April--"Co-Teaching: Are Two Heads Better Than One in an Inclusion Classroom?" (Lawton), "What's Working in Sex Education" (Kelly), and "Developmentally Disabled Students Need Sex Ed, Too" (Kelly); (3) May-June--"Learning from Poor and Minority Students Who Succeed in School" (Bempechat), "Preserving Kindergarten in a High-Stakes Environment" (Kelly), "OWLS: Who Can Benefit from Online Writing Labs?" (Walser), and "How Many Environments Does a Child Have?" (Harris); (4) July-August--"Johnny Still Can't Read?" (Farber), "The 'Brain-Based' Ballyhoo" (Lawton), and "Segregation: Stepping Back in Time?" (Gordon); (5) September-October--"Rising to the Discipline Challenge" (Gordon), and "Schools Get Creative To Find Good Subs" (Kelly and Reilly); and (6) November-December--"The Arts Step out from the Wings" (Buchbinder), "The Happy Meeting of Multiple Intelligences and the Arts" (Gardner), and "Tinkering with Title I" (Graves-Desai). Regular features include editorial statements and summaries of recent educational research. (KB)

ED 444 743   PS 028 839

Cheslow, Becky
Newark Kids Count 2000: A Profile of Child Well-Being.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.; Prudential Foundation, Newark, NJ.; Healthcare Foundation of New Jersey, Roseland, NJ.
PUB DATE- 00
NOTE- 88p.; For 1998 report, see ED 433 919. "With assistance from Eloisa Hernandez."
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *Adolescents; Birth Weight; Births to Single Women; Child Abuse; *Child Health; Child Neglect; Child Welfare; *Children; Crime; Demography; Drinking; Dropout Rate; Drug Use; Early Parenthood; Economically Disadvantaged; Elementary Secondary Education; Homeless People; Infant Mortality; Lead Poisoning; Mental Health; Mortality Rate; Physical Environment; Poverty; Smoking; *Social Indicators; Tables (Data); Tax Credits; Violence; Welfare Recipients; *Well Being; Youth Problems
IDENTIFIERS- Child Mortality; *Indicators; *New Jersey (Newark); Sexually Transmitted Diseases

This Kids Count report provides statistical data on several indicators of child well-being in Newark, New Jersey. Indicators were grouped into seven categories: (1) Demographics (including population, number of registered voters, income levels, and persons living below poverty level); (2) Family Well-Being (including average number of children in families receiving public assistance, residents served by Women, Infants, and Children (WIC), children in families receiving food stamps, substantiated child abuse casements, out-of-home placements, estimated federal Earned Income Tax Credit, number of licensed child care centers, and homeless child and parent demographics); (3) Child Health (including number of births, percent low birth weight, percent with no prenatal care, percent unmarried mothers, number of births to teens, infant mortality rate, number of child and teen deaths, vaccination of

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Check Lists; Child Caregivers; *Child Health; *Child Safety; Early Childhood Education; Evaluation Criteria; *Family Day Care; Family Environment; *Self Evaluation (Individuals); Videotape Recordings

This checklist and accompanying video are designed to help family child care providers assess the health and safety of the child care home. The checklist includes suggestions for conducting the self-evaluation and for creating a safer, healthier home environment. The areas of the checklist are: your home, out of bounds areas, gates and guards, storage, infant/toddler equipment, outdoor play, emergency planning, and health and hygiene. Additional notes explain the health or safety danger identified in each item on the checklist and offer suggestions for making changes to increase health and safety. A form for developing a plan of action is included as well as a list of community agencies for additional information and assistance. Completing the manual are resource pages on safety routines and drills such as location of space heaters, fire escape plans, poisonous and safe plants, choking prevention, handwashing, and diaper changing. The accompanying 20-minute videotape, for use in conjunction with the checklist, was filmed in a family child care home and presents some of the possible safety hazards that may exist in typical family child care settings. The sections of the videotape parallel those of the checklist. (KB)

ED 444 762 PS 028 865

Halpern, Robert; Deich, Sharon; Cohen, Carol
Financing After-School Programs.
PUB DATE- 00
NOTE- 55p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *After School Education; *After School Programs; Educational Facilities; Elementary Secondary Education; Federal Aid; Financial Services; *Financial Support; Fund Raising; Government Role; Local Government; *Program Costs; State Federal Aid; State Government

The growing demands for afterschool programming for children is accompanied by an increasing understanding of the importance of quality care and activities to children's healthy development. Among the many challenges faced by the growing number of out-of-school time initiatives are developing financing plans and finding funding that will support long- and short-term goals. This report describes the variety of afterschool programs, analyzes information on the range of total costs and cost elements that such programs experience as well as revenues they receive, presents a comprehensive framework for thinking about necessary cost elements involved in developing and operating afterschool programs and systems, and provides a guide to existing and potential revenue sources for meeting direct service and infrastructure costs. Following an introduction describing the trends underlying the growing interest in and demand for afterschool programs, the report describes the heterogeneity of afterschools programs. The report provides a framework of cost elements and examines what is known about the total costs of these programs, including start-up costs, teachers and 10 administrators. Findings indicate that teacher networking was taking place on a large scale in the division and was meeting the needs of teachers; teachers reported a high degree of satisfaction; teacher networking was helping with curriculum implementation, introducing teachers to new classroom teaching strategies and meeting their personal professional development goals; and teachers felt that funds were being used more efficiently and effectively. Administrators felt that the amount of money given to schools for professional development was inadequate and that although professional development funds had a positive impact on teacher performance, the impact on support staff was questionable. The model was more beneficial to early and middle-years teachers than to senior-years teachers and teachers without a regular classroom. Appendices present a diagram of professional development, a professional development newsletter, and the survey instruments. (Contains 44 references.) (TD)

ED 444 780   RC 022 545

D'Amico, Joseph J.
How on Earth Did You Hear About Us? A Study of Exemplary Rural School Practices in the Upper Midwest.
SPONS. AGENCY- North Central Regional Educational Lab., Oak Brook, IL.
PUB DATE- 00
NOTE- 42p.; With Vickie Nelson. Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Bilingual Education Programs; Community Involvement; Cultural Awareness; *Educational Change; *Educational Environment; Educational Improvement; *Educational Practices; Elementary Secondary Education; Parent Participation; *Rural Schools; *School Community Relationship; *School Culture; School Districts
IDENTIFIERS- Coalition of Essential Schools; United States (Upper Midwest)

As part of ongoing research into rural school improvement, the North Central Regional Educational Laboratory (NCREL) at the request of its Rural Advisory Council set out to find, examine, and profile exemplary, successful school improvement programs in rural schools and districts in the upper Midwest. This paper is a summary of the first year results of a study that came from this initiative. In it are profiled four rural schools and the exemplary educational initiatives they have successfully installed and carried out. Federal Hocking High School (Ohio) adopted the "Coalition of Essential Schools" (CES) and "Expeditionary Learning-Outward Bound" programs and implemented block scheduling, multifunctional lunch periods, daily advisory meetings, team teaching, graduation portfolios, senior projects, and community internships. Dawson-Bryant Elementary school, a K-5 school in southeastern Ohio, adopted the "Success for All" model, which focuses on reading instruction, and invested in information technology equipment, wiring, training, and software. Northport K-12 school in Michigan also adopted the CES model, but its signature initiative was the senior projects program. West Liberty Elementary school (Iowa), a PreK-2 school, installed the first two-way Spanish/English immersion program in the state. Elements of success common to all these efforts were a school culture that was amenable to change and self-evaluation. Very much a part of experiential learning, the reflection process promotes a form of active learning that transforms and opens the door for spiritual awakening and consciousness. Outdoor experiences, in particular, awaken feelings of the sacred and allow young people to become aware of spirituality in their own lives. Spirituality begins with an enquiry into the unique workings of one's own self. Life skills related to communication and interaction with others are developed through knowing the self and learning to move thoughts and feelings in a positive direction. With positive spiritual development comes emotional stability and enhancement of mental abilities. Education must return to the position of enabling each individual's spiritual potential to be released. (SV)

ED 444 798   RC 022 589

Saddington, Tony
The Roots & Branches of Experiential Development.
PUB DATE- 99
NOTE- 13p.; In: Experiencing the Difference: The Role of Experiential Learning in Youth Development. Conference Report: the Brathay Youth Conference (Ambleside, England, July 5-6, 1999); see RC 022 586.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; Consciousness Raising; Educational Philosophy; *Educational Principles; *Experiential Learning; *Humanistic Education; Individual Development; Professional Associations; *Progressive Education
IDENTIFIERS- *Radical Education

Experiential learning as a field of practice is vast. This paper uses the metaphor of a tree to categorize experiential learning's variety, the roots being the underpinning theoretical traditions and the branches the various forms of practice. The place of experience is highly valued in three traditions of adult education: the progressive, humanist, and radical traditions. The goals, assumptions, and values of these traditions with respect to experiential learning are outlined. All three traditions view the development of the learner's ability to reflect upon experience as the key to learning potential. However, they differ in the nature and purpose of reflection. The progressive tradition taps experience as an additional source of knowledge, the humanist tradition pursues personal wholeness, while the radical tradition sees reflection on experience as a means to empowerment and social transformation. Experiential learning practices may be grouped according to their end use or product: (1) documentation and assessment of learning from prior experience, perhaps to gain entry to higher education or to advanced standing; (2) use of experience in self-directed learning and learner-centered instruction as forms of educational innovation; (3) consciousness raising to effect social change; and (4) individual growth and development through personal reflection. The roots and branches of various organizations that use experiential learning are discussed, and emerging practices are examined. (Contains 10 references.) (SV)

ED 444 799   RC 022 590

Staihr, Brian

Portfolio Development.
PUB DATE- 99
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Standards; Higher Education; *Portfolio Assessment; *Preservice Teachers; Science Education; *Teacher Education

The Certification and Accreditation in Science Education (CASE) project is a joint National Science Teachers Association (NSTA)/Association for the Education of Teachers in Science (AETS) undertaking to develop standards for science teacher education that are consistent with the national science education standards and other standards projects, applicable to multiple levels of preparation based on research and performance, and that are flexible enough to allow for program variation and experimentation. During the years since the project's inception, science educators have grappled with their own conceptions of the CASE Network standards and how they will help guide best practices in science teacher education. This paper presents preliminary work on the implementation of the standards using a generative conception of portfolio development. (CCM)

ED 444 817 SE 063 628

Watkins, Juanita Jo; Brigham, Frederick
A Synthesis of Empirically Supported Best Practices for Science Students with Learning Disabilities.
PUB DATE- 99
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Curriculum Development; *Disabilities; Elementary Secondary Education; *Science Instruction; *Special Education; *Teaching Methods

The one model of science instruction that works for all students has not yet been discovered, and such a perfect approach may not exist. Of the existing models and the best practices that are coupled with those models, no approach can meet the needs of all learning disabled students. Science educators must work with special education specialists to determine the best practices for particular students. This paper provides a synthesis of empirically supported best practices for teaching science to students with learning disabilities. (Contains 45 references.) (CCM)

ED 444 818 SE 063 637

Wingfield, Mary E.; Ramsey, John
Improving Science Teaching Self-Efficacy of Elementary Preservice Teachers.
PUB DATE- 99
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Education; *Elementary School Teachers;

of PCK. Implications for science teacher education are discussed. (Contains 25 references.) (Author/YDS)

ED 444 842 SE 063 916

Greenspan, Yvette F.
A Community of Learners: Linking Scientific Patterns of Life.
PUB DATE- 99
NOTE- 10p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (Boston, MA, March 28-31, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Constructivism (Learning); Curriculum Development; Grade 5; Hands on Science; Intermediate Grades; *Learning Processes; Primatology; *Science Process Skills; Teaching Methods
IDENTIFIERS- Competency Based Curriculum; *Monkeys

The nature of science encompasses the entire world and within that realm, patterns of life can be observed, interpreted, and organized into a sensible arrangement of understanding. By discovering, through an intricate process, how shapes and images form into a complete design or sequence, students related similar scientific patterns to their own development and life cycle through a constructivist framework. They further predicted that all things were different but unified to form a whole. The focus of the study was to integrate into the curriculum a teaching unit of primates based on research conducted by an elementary school teacher. Fifth grade students, working together in collaborative learning groups in hands-on, minds-on activities, delineated symmetrical patterns in travel routes, eating habits, vocalizations, diet preferences, and social behavior of squirrel monkeys. Observations were evaluated in a combined effort to gain knowledge about primates and explore their role in the nature of science. (Contains 19 references.) (Author/YDS)

ED 444 843 SE 063 918

Haidar, Abdullateef H.; Balfakih, Nagib M.
United Arab Emirates Science Students' Views about the Epistemology of Science.
PUB DATE- 99
NOTE- 35p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (Boston, MA, March 28-31, 1999). Page 10 of the document is cropped.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Biology; Chemistry; Constructivism (Learning); *Cultural Influences; *Epistemology; Foreign Countries; Geology; High Schools; *Instructional Materials; Mathematics; Physics; Science Education; Scientific Methodology; *Student Attitudes
IDENTIFIERS- *United Arab Emirates

This study investigated United Arab Emirates (UAE) high school students' views about the epistemology of science. About 1,600 high school science students, from the seven Emirates that constitute the UAE, participated in the study during the 1997-98 school year. Students responded to a questionnaire composed of 15 items selected mainly from the epistemology component

DESCRIPTORS- Adult Education; Language; *Mathematics Instruction; *Number Concepts; Teaching Methods

This paper suggests that many adult learners lack the skill of reading and writing larger numbers. Two Ovid computer searches of the ERIC (Educational Resources and Information Center) database are used to provide the background research. Issues in and teaching methods of reading and writing larger numbers, particularly a language-symbol approach, are discussed. The paper finds that place value concepts are not essential to reading and writing numbers, and difficulty with those concepts should not prevent acquisition of reading and writing larger numbers in the hundreds of thousands, millions, and billions. Anyone who correctly reads and writes all of the numbers 0 to 999 can quickly and easily build on those skills to master numbers in the billions and trillions. (ASK)

ED 444 867 SE 064 083

Capraro, Mary Margaret; Capraro, Robert M.; Higgins, Bettie Barrett
An Investigation of the Effects of Gender, Socioeconomic Status, Race and Grades on Standardized Test Scores.
PUB DATE- 00
NOTE- 25p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Dallas, TX, January 28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Grade 8; Junior High Schools; *Mathematics Achievement; Mathematics Education; *Racial Differences; Racial Factors; *Sex Differences; *Socioeconomic Influences; *Standardized Tests
IDENTIFIERS- National Education Longitudinal Study 1988

The main objective of this study was to show whether eighth graders' performance on standardized mathematics tests could be predicted from a variety of variables. These predictors included gender, race, socioeconomic status, and previously earned grades in mathematics. Data came from the base year of the National Educational Longitudinal Study of Eight Graders (NELS 88). A random sample of 180 students consisting of 30 Black males, 30 Black females, 30 White males, 30 White females, 30 Hispanic males, and 30 Hispanic females were selected from the data set. Multiple regression analysis was used to analyze the data. Females were no less likely to score well on mathematics standardized tests than were their male counterparts. However, there were differences between racial groups. The effects of socioeconomic status varied among groups but were found to be consistently significant across racial lines. (Contains 26 references.) (Author/ASK)

ED 444 868 SE 064 085

Carter, Carolyn M.; Smith, Lyle R.
Does the Use of Learning Logic in Algebra I Make a Difference in Algebra II?
PUB DATE- 00
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Algebra; High Schools; Integrated Activities; Mathematics Achievement; *Mathematics Instruction; *Student

lesson provides a timeline of events and an extensive selected bibliography. (BT)

ED 444 889 SO 031 203

Invention Factories: Activity Guide.
SPONS. AGENCY- National Park Service (Dept. of Interior), Washington, DC.
PUB DATE- 98
NOTE- 17p.; For related activity guides, see SO 031 202-205.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Educational Games; Field Trips; Heritage Education; Historic Sites; *Inventions; Primary Sources; Secondary Education; Social Studies; Thematic Approach; *United States History
IDENTIFIERS- Factory Model; Industrial Revolution; *Massachusetts (Lowell); Technological Change; Textile Industry

This field trip program consists of a 60-minute interpretive tour, a 90-minute hands-on workshop, and a 20-minute slide show at the Lowell, Massachusetts "Invention Factories." The program explores invention and its significance to the modern world. The workshop complements the tour by bringing the significance of historic resources to life. The class divides into work groups, each of which goes to a work station (named for an inventor) replete with all the necessary materials to complete a particular challenge. The program's activity guide presents the theme; lists program objectives; provides historical background; and enumerates pre- and post-visit activities. A glossary of terms concludes the guide. (BT)

ED 444 890 SO 031 204

Power to Production: Activity Guide.
SPONS. AGENCY- National Park Service (Dept. of Interior), Washington, DC.
PUB DATE- 98
NOTE- 17p.; For related activity guides, see SO 031 202-205.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Field Trips; Heritage Education; Historic Sites; Primary Sources; Problem Solving; Secondary Education; Social Studies; Thematic Approach; *United States History; *Water Resources
IDENTIFIERS- Energy Sources; Industrial Revolution; *Massachusetts (Lowell); *Power Supplies

This field trip program consists of a 90-minute interpretive tour and a 90-minute hands-on workshop. The tour and workshop explore the role of water power in the Industrial Revolution. On the tour, students discover firsthand the unique resources of Lowell, Massachusetts, and the Park, while the workshop brings these historic resources to life as students build their own water power systems. During the tour, students travel aboard a turn-of-the-century trolley to the Suffolk Mill where they trace the transfer of water power from canal to turbine, and along the lineshafts, belts, and pulleys to a power loom producing cotton cloth; students also conduct experiments regarding power transmission using an exhibit featuring the same simple machines that are used to transmit power in the mill. The workshop divides the students into two groups: one industrial and urban. This research paper analyzes the impact of social changes in India upon its elderly population. The paper's specific objectives are to identify some major social changes in India as described by various sociological studies; examine the impact of these social changes upon the elderly population; identify the specific social problems of the elderly in India; document the programs that governmental and non-governmental agencies in India are implementing to serve older adults' needs; assess the effectiveness of these programs based on evaluative studies by Indian researchers; and suggest major public policy changes needed to ensure quality of life for the Indian elderly. The paper discusses the Indian elderly in historical perspective (based upon library research) and develops a needs assessment of the contemporary Indian elderly population. The following conclusions may be derived: (1) there is a large body of research about the Indian elderly, mostly conducted and published in India; (2) social changes in India have adversely impacted the status of the Indian elderly; (3) announcement of a public policy for the Indian elderly in 1999 is a good beginning; (4) more multi-disciplinary research is needed about the Indian elderly; and (5) some international non-governmental organizations operating in India that derive their financial resources from foreign donors are becoming involved in delivering services to the Indian elderly. In addition, public education about the needs of the elderly population is necessary. Contains 3 tables of data and an 81-item bibliography. (BT)

ED 444 910 SO 031 862

Mohapatra, Urmila
The South Asian Elderly of Leicester, England: A Study of Their Service Needs and the Service Delivery Role of the South Asian Ethnic Organizations.
PUB DATE- 00
NOTE- 30p.; Paper prepared for the Workshop on Problems and Opportunities in Later Life (Terre Haute, IN, May 7-13, 2000). Photographs may not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cross Cultural Studies; Cultural Context; Ethnic Groups; Foreign Countries; Higher Education; Immigrants; *Individual Needs; *Needs Assessment; *Older Adults; Social Science Research; *Social Services
IDENTIFIERS- *England (Leicester); Social Gerontology; *South Asians

A study analyzed the service needs of the South Asian elderly population of Leicester, England, and also dealt with the role of South Asian ethnic organizations in delivery of services to these elderly. The South Asians (Indians, Pakistanis, and Bangladeshis) constitute about 23% of the population of the city and number around 65000 persons. It is estimated that the city of Leicester has about 50000 elderly people (60) of these elderly, South Asians number slightly over 11000. The service needs of these South Asian elderly are comparable to that of the general elderly population of Leicester. Studies have also identified some special needs of the South Asian elderly. The services of the public and nonprofit organizations of Leicester are available to all elderly, and a number of South Asian organizations are responding to the special needs of the South Asian elderly. Public funds and some voluntary contributions fund these organizations. South Asian elderly in Leicester also

PUB DATE- 00
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Research/Technical (143)
DESCRIPTORS- Beliefs; Childrens Literature; *Cultural Awareness; Elementary Education; Human Relations; *Multicultural Education; *Social Studies; Values
IDENTIFIERS- *Character Education; Milne (A A); Winnie the Pooh

This article argues that all cultures, and thus all families, operate, possibly even evolve, from out of the stories we are told while we are young. Adding to this idea the realization that all stories evolve from out of our cultures, the article suggests societies are shaped by the circularity and interaction of this combination. It focuses on the relation between story and tolerance. The article uses A. A. Milne's "Winnie the Pooh," as a metaphor to (1) explain the internal structure of a 'multi-differentiated' family and community and (2) illustrate the idea that through the familial and cultural use of stories, we set up boundaries, expectations, belief systems, behaviors, rules and norms and establish levels of tolerance that explain and humanize the effect of differences that are found within our social groupings. The research methodology combines literary exploration and individual interviews (a family social worker specializing in U.S. subcultures; a married mother of four; one male and one female child of 'story book ages'). This article includes a bibliography and a list of interviews. (BB)

ED 444 930 SO 032 171

Brooks, La'Tangela R.; Haley, Kathleen; McCann, Pamela; Moore, Kristen; Pearson, Diana.
Improving Students' Social Skills of Respect and Responsibility through Cooperative Groups.
PUB DATE- 00
NOTE- 59p.; Master of Arts Action Research Project, Saint Xavier University and Skylight Professional Development.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Behavior Problems; *Behavior Standards; Classroom Environment; Educational Research; Elementary Education; *Social Behavior; *Student Attitudes

This report describes a plan to improve student ability through cooperative learning. Inappropriate student interaction in social settings is attributed to lack of respect and responsibility. The study chose a language arts vehicle for the instruction of listening, communication, cooperation, organization, and problem-solving. This document contains: "Problem Statement and Content" (General Statement of the Problem; Immediate Problem Context; The Surrounding Community; National Context of the Problem); "Problem Documentation" (Problem Evidence; Probable Causes); "The Solution Strategy" (Literature Review; Project Objective and Processes; Project Action Plan; Methods of Assessment); and "Project Results" (Historical Description of the Intervention; Presentation and Analysis of Project Results; Conclusions and Recommendations). (Contains 26 references. Appendices conclude the report.) (BB)

ED 444 931 SO 032 172

teachers and eighth graders. Most participating preservice teachers were preparing to work with students in literacy development. Over two semesters, eighth graders were paired with college students taking a young adults literature course. The pairs read and discussed multicultural short stories for teens, poetry, essays on multiculturalism, and novels. Electronic mail helped foster relationships between pairs. An electronic bulletin board allowed all participants to interact asynchronously with the entire group around various topics. Small groups met in virtual environments (MOOs) to conduct online literature circles. Data sources included surveys on technology needs; e-mail correspondence; process logs; interview transcripts from student focus groups; researchers' planning notes and logs; and teacher and student analyses of the MOOs. Results indicated that MOOs provided space for fuller participation by more people. Eighth graders appreciated being able to speak more freely and anonymously than they could in class. University students appreciated opportunities to discuss literature with adolescents. Both groups were surprised at the number of in-depth issues they discussed. Complaints about the MOOs included the anonymity factor (for some students), eye strain, and insufficient typing skills. (Contains 15 references.) (SM)

ED 444 949 SP 039 400

Weiner, Lois; Rand, Muriel; Pagano, Alicia; Obi, Roselynn; Hall, Althea; Eberly, Jody; Bloom, Arlene
Challenging the Cultural "Taken-for-Grantedness" of Preservice Teacher Candidates in a Program of Urban Teacher Preparation: Implications for Education of Urban Teachers.
PUB DATE- 00
NOTE- 35p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attitude Change; *Cultural Differences; Cultural Influences; Elementary Secondary Education; Higher Education; Preservice Teacher Education; *Racial Attitudes; *Student Teacher Attitudes; Student Teachers; Urban Schools

This study investigated whether data collected from coursework and instructor evaluations of student teacher attitude change were adequate measures of change over a semester. Data analysis involved students enrolled in courses taught in fall 2000 at New Jersey City University. Teachers collected students' biographical data and written responses to a case study describing a student teacher's efforts to handle the isolation of three Latina students in her classroom. Students responded to the same case study at the beginning and end of the semester. After the second response, students reviewed their first response and wrote about their initial reactions so that researchers could assess metacognitive change. Course instructors collected data from student journals, papers, written assignments, and class discussions regarding students' attitudes and ideas about culture and race in schooling. Instructors presented their findings at two different intervals. A team analyzed trends and tendencies in development of student thinking across the program. Instructors' predictions of students who would be the most and least changed were confirmed by analyzing responses. Very few students demonstrated much change. Instructors had trouble matching case with computer technology. This study incorporates the utilization of teachers' metaphors as a tool to investigate teachers' images of computer-assisted instruction. Data were collected in three steps. Teachers were instructed to write down personally constructed metaphors in the form of explicit metaphorical statements. This was followed by their creation of narratives of selected metaphorical statements. The last step involved the teachers' derivation of metaphors for the statements. Findings indicate that these underlying images are significant and should be embraced by technology trainers and teacher educators to help better prepare teachers for using technology in instruction. Contains 35 references. (AEF)

ED 444 457   IR 020 112

Willis, Dee Anna, Ed.; Price, Jerry D., Ed.; Willis, Jerry, Ed.
Society for Information Technology & Teacher Education International Conference: Proceedings of SITE 2000 (11th, San Diego, California, February 8-12, 2000). Volumes 1-3.
PUB DATE- 00
NOTE- 2640p.; For selected individual papers, see IR 020 113-249.
LANGUAGE- English
EDRS Price- MF24/PC106 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Computer Uses in Education; Cultural Pluralism; Distance Education; Educational Research; *Educational Technology; Faculty Development; Higher Education; *Information Technology; Instructional Design; Instructional Leadership; *Teacher Education; Telecommunications

This proceedings of the 2000 Society for Information Technology & Teacher Education International Conference contains 459 papers organized in the following sections: Concepts and Procedures (23 papers); Distance Education (24 papers); Diversity & International (9 papers); Educational Computing Course (13 papers); Educational Leadership (8 papers); Faculty Development (29 papers); Graduate & Inservice (35 papers); Instructional Design (19 papers); International (25 papers); Mathematics (18 papers); New Media (19 papers); Preservice Teacher Education (56 papers); Research (31 papers); Reading, Language Arts, & Literacy (15 papers); Science (19 papers); Simulations (10 papers); Special Needs (8 papers); Social Studies (9 papers); Technology Diffusion (26 papers); Telecommunications: Graduate & Inservice (16 papers); Telecommunications: Preservice Applications (8 papers); Telecommunications: Systems & Services (19 papers); Theory (12 papers); Young Child (5 papers); and Invited Papers (3 papers). (MES)

ED 444 458   IR 020 113

McCurry, David S.
Technology for Critical Pedagogy: Beyond Self-Reflection with Video.
PUB DATE- 00
NOTE- 7p.; In: Society for Information Technology & Teacher Education International Conference: Proceedings of SITE 2000 (11th, San Diego, California, February 8-12, 2000). Volumes 1-3; see IR 020 112.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Technology; Educational Theories; Ethnography; Foreign Countries; Higher Education; *Microteaching; *Preservice Teacher Education; Professional

our society, and the teacher is an important factor in transferring knowledge. Distance learning (DL) enables the transfer of knowledge from one place to another. There are different methods of operating DL (videoconference, Internet, satellite), each with its advantages and disadvantages. DL is accepted as an innovation in the field of education and instruction. However, any change in education is only as effective as the ability of the teachers to successfully accommodate the change. This study evaluated the level and quality of the teacher-learner interaction and included three phases: (1) defining the circumstances and situations where the research can be performed; (2) constructing research tools and proving their reliability and validity; and (3) operating the research--collecting information on the teacher-learner interaction. The first phase examined the connection between the teacher's willingness to adopt innovations and the personality trait of risk-taking. The research sample was made up of 80 teachers. Risk-taking and attitude toward innovation (computer) in education questionnaires were administered. Five different teacher-learner interactions (i.e., social, procedural, expository, explanatory, and cognitive) were defined. The research data was used to construct a matrix for evaluating the teacher-learner interaction. (Contains 26 references.) (MES)

ED 444 479   IR 020 134

Izat, James G.; McKinzie, LeAnn; Mize, Charles D.; McCallie, Trey
Evaluation of World Wide Web Delivered University Courseware: Creating an Instrument Appropriate for a New Course Delivery Medium.
PUB DATE- 00
NOTE- 6p.; In: Society for Information Technology & Teacher Education International Conference: Proceedings of SITE 2000 (11th, San Diego, California, February 8-12, 2000). Volumes 1-3; see IR 020 112.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Software Development; *Computer Uses in Education; *Course Evaluation; Courseware; Evaluation Methods; Higher Education; Reliability; *Teacher Evaluation; Validity; *World Wide Web
IDENTIFIERS- West Texas A and M University

This research, performed during 1998 and 1999, had as its purpose the development and validation of a course/instructor evaluation instrument specifically for use with graduate and undergraduate courses delivered online via the World Wide Web. The primary goal of the study was to develop an instrument that would collect valid perception data from students at West Texas A&M University concerning technology of delivery, course content, and instructor-related aspects of courseware delivered via the Internet. To this end, an instrument was developed using the input of two panels of university faculty, administrators, and staff and repeated pilot studies to collect data on the validity and reliability of the instrument. Feedback received from the expert panels, short- and long-term pilot studies, and analysis of the collected data provided preliminary evidence to support the validity and reliability of this Internet delivered course-specific evaluation instrument. (Contains 13 references.) (Author/MES)

ED 444 480   IR 020 135

communication environment as it fosters collaborative ways of knowing, teaching, and learning; a constructivist approach for professional development; the linear-nonlinear problem-solving approach to a multimedia and Internet course; task-oriented training in staff development; and how post graduate students on initial teacher training courses develop their information technology skills. Individual papers contain references. (MES)

ED 444 499   IR 020 155

Albion, Peter
Setting Course for the New Millennium: Planning for ICT in a New Bachelor Degree Program.
PUB DATE- 00
NOTE- 7p.; In: Society for Information Technology & Teacher Education International Conference: Proceedings of SITE 2000 (11th, San Diego, California, February 8-12, 2000). Volumes 1-3; see IR 020 112.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Uses in Education; *Curriculum Development; Educational Change; *Educational Technology; Foreign Countries; Higher Education; *Information Technology; *Preservice Teacher Education; Program Development; Standards; Telecommunications
IDENTIFIERS- *Technology Integration; University of Southern Queensland (Australia)

The design of teacher education programs, including the preparation of teachers for working with information and communication technology (ICT), requires balancing of multiple considerations. Attention should be given to characteristics of students, requirements of education authorities and prospective employers, broader community aspirations, and local institutional imperatives, including university policies and resource constraints. The process of preparing for the re-accreditation of teacher preparation programs at the University of Southern Queensland (USQ) provided an opportunity for review of the provisions for teaching and learning about ICT in the light of a changing policy environment for education. This paper describes how the existing degree program incorporates learning about ICT and discusses some adjustments being proposed to ensure that the revised program may better meet the needs of graduating teachers in the new millennium. The first section discusses the policy environment for ICT in teacher education, including mandated standards. Existing provision of ICT in teacher education at USQ is described in the second section, including three program elements (i.e., the core curriculum, optional minor study, and integration of ICT into general studies in education) and program deficiencies. The third section addresses integrating ICT in a revised teacher education program, including modeling the integration of ICT and facility needs. Contains 12 references. (MES)

ED 444 500   IR 020 156

Aris, Baharuddin; Abu, Mohd Salleh; Ellington, Henry; Dhamotharan, Mogana
Learning about Information Technology in Education Using Multimedia.
PUB DATE- 00
NOTE- 7p.; In: Society for Information Technology & Teacher Education International Conference: Proceedings of SITE 2000

made of three counseling cases. The teachers, by using these DVD materials in training, can observe and analyze counseling sessions from a multilateral perspective by using the multi-video function to select and observe three-angle sequence, the multi-audio function to select and hear comments by expert supervisors, and the subtitle function to show aims and technique of each counselor during each counseling session. Evaluation results showed that this was an effective approach for learning counseling skills with the use of DVD-video. Contains 10 references. (Author/MES)

ED 444 520 IR 020 176

Steed, Marlo
Role of Audience in Multimedia Production.
PUB DATE- 00
NOTE- 9p.; In: Society for Information Technology & Teacher Education International Conference: Proceedings of SITE 2000 (11th, San Diego, California, February 8-12, 2000). Volumes 1-3; see IR 020 112.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Audience Response; Cooperative Learning; Feedback; Foreign Countries; *Formative Evaluation; Group Activities; Higher Education; *Material Development; *Multimedia Materials; *Peer Evaluation; Preservice Teacher Education
IDENTIFIERS- University of Lethbridge (Canada); Usability

This paper describes an ongoing research project that uses a set of formative evaluation activities to examine a multimedia production group project in a teacher education course at the University of Lethbridge (Alberta, Canada). The study presents the notion of peer evaluation and target population feedback as tools for scaffolding students' reconstruction of multimedia projects. Research will use data collected through students' e-mail assignments and projects collected. E-mail submissions will be classified into one of the following categories to determine the kind of suggestion: graphic design issues; usability/navigation; and functionality. In addition, the study will track changes to students' multimedia projects so that copies of the projects at various stages of development will be retained. Data collection will continue for two or three years or until sufficient data has been collected to draw valid conclusions. Contains 10 references. (MES)

ED 444 521 IR 020 177

Ertmer, Peggy A.; Gopalakrishnan, Sangeetha; Ross, Eva M.
VisionQuest C : Helping Our Future Teachers Envision and Achieve Technology Integration.
PUB DATE- 00
NOTE- 6p.; In: Society for Information Technology & Teacher Education International Conference: Proceedings of SITE 2000 (11th, San Diego, California, February 8-12, 2000). Volumes 1-3; see IR 020 112. Portions of this work were supported by the Multimedia Instructional Development Center at Purdue University and the Herrick Foundation of Michigan.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Uses in Education; *Courseware;

toward using computers in a classroom environment for teaching. A purposive sampling technique was used to select the school and the teachers involved in the study. A constructivist approach was used to understand the perceptions of the teachers about computers and computer-related applications in their classrooms. All participants were interviewed about their perceptions of computers and were observed using them in their classrooms. Kvale's six steps of analysis method was used for the interview analysis. The data revealed an overlying theme of using computers as tools for different purposes. Computers are perceived as teaching tools, classroom management tools, and communicative tools. (Author/MES)

ED 444 541 IR 020 197

Coleman, Scott D.
Databases Linked to the Web: Facilitating Collaborative Inquiry in Teacher Education.
PUB DATE- 00
NOTE- 6p.; In: Society for Information Technology & Teacher Education International Conference: Proceedings of SITE 2000 (11th, San Diego, California, February 8-12, 2000). Volumes 1-3; see IR 020 112. Some figures may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College School Cooperation; *Computer Mediated Communication; *Databases; Efficiency; Higher Education; *Research Methodology; Teacher Education; Teacher Surveys; *World Wide Web
IDENTIFIERS- *Collaborative Inquiry; Lewis Clark State College ID

This paper describes the rationale for using a World Wide Web page linked with a database to share perceptions among diverse stakeholders in a field-based teacher education setting. The efficiency of the Web as an inquiry tool can make applied and empowering research possible despite severe time constraints. The second section of the paper gives an example of how this idea was tested in practice at Lewis-Clark State College (Idaho). The key question of the study was, "How much time and effort will it take to prepare the survey and analyze the results?" The perceptions of college faculty members, K-8 teachers, and teacher education students in a new field-based program were shared, analyzed, and commented on using easily constructed Web pages linked with a database. It is concluded that using a Web-based survey with a database is time efficient. (MES)

ED 444 542 IR 020 198

Pierson, Melissa E.
Technology Integration and Teaching Expertise.
PUB DATE- 00
NOTE- 7p.; In: Society for Information Technology & Teacher Education International Conference: Proceedings of SITE 2000 (11th, San Diego, California, February 8-12, 2000). Volumes 1-3; see IR 020 112.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Computer Uses in Education; Correlation; *Educational Technology; Elementary Education; Faculty Development; Higher Education; Teacher Education; Use

"Effective Technology Practices in an Inclusion Classroom: A Proposed Teacher Training Model" (Tandra Tyler-Wood, Joyce Rademacher, and Mark Mortensen); and (8) "Teaching Faculty and Future Teachers about Web Site Accessibility: Issues and Challenges" (Pamela Luft and Drew Tiene). Individual papers contain references. (MES)

ED 444 562   IR 020 218

White, Cam, Ed.
Social Studies.
PUB DATE- 00
NOTE- 48p.; In: Society for Information Technology & Teacher Education International Conference: Proceedings of SITE 2000 (11th, San Diego, California, February 8-12, 2000). Volumes 1-3; see IR 020 112. Some figures may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - General (020), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Distance Education; *Educational Technology; Elementary Secondary Education; Higher Education; *Social Studies; *Teacher Education; Teaching Methods
IDENTIFIERS- *Technology Integration; *Technology Utilization

This document contains the following papers on social studies instruction and technology: (1) "Waking the Sleeping Giant: Social Studies Teacher Educators Collaborate To Integrate Technology into Methods' Courses" (Cheryl Mason, Marsha Alibrandi, Michael Berson, Kara Dawson, Rich Diem, Tony Dralle, David Hicks, Tim Keiper, and John Lee); (2) "Beyond Primary Sources: A Professional Development Collaboration Designing Technology Integrated Instruction for Supporting K-12 Historical Thinking and Understanding" (Elizabeth Hellman, Maya Creedman, and Jana Flores); (3) "Assessing Pre-Service Students' Knowledge in a Social Studies Methods Course Using Digital Resources" (John K. Lee); (4) "Collaborative Dialogue: A Web-Based, Multimedia Case Study Shared among Geographically Disparate Social Studies Educators" (Kara Dawson and Cheryl Mason); (5) "Interdisciplinary Applications for Geographic Information Systems" (Marsha Alibrandi and Timothy Keiper); (6) "A Digital Humanities Resource and Website for Learning" (Christina Vogt, David Kumrow, and Edward John Kazlauskas); (7) "Integrating Computer Technology into Social Studies Classroom" (Ask N Asan); (8) "Hypergroups for Social Studies Teachers: A Critical Issues Dialog for Technology Integration" (Cameron White); and (9) "Methods Course Connections: Transforming Social Studies via Technology Integration" (Carolyn Ledford). Individual papers contain references. (MES)

ED 444 563   IR 020 219

Mize, Charles D.; Gibbons, Amy
More Than Inventory: Effective Integration of Instructional Technology To Support Student Learning in K-12 Schools.
PUB DATE- 00
NOTE- 6p.; In: Society for Information Technology & Teacher Education International Conference: Proceedings of SITE 2000 (11th, San Diego, California, February 8-12, 2000). Volumes 1-3; see IR 020 112.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Computer Uses in Education;

ED 444 583 IR 020 239

Vazquez, Gustavo; Victor, Stephen P.
Designing a School's Web Site Using Information Architecture.
PUB DATE- 00
NOTE- 7p.; In: Society for Information Technology & Teacher Education International Conference: Proceedings of SITE 2000 (11th, San Diego, California, February 8-12, 2000). Volumes 1-3; see IR 020 112. Figure 2 may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Computer Uses in Education; Educational Technology; Elementary Secondary Education; Information Science; Information Technology; *Material Development; Models; *World Wide Web
IDENTIFIERS- California (San Diego); *Design Methodology; *Web Site Design; Web Sites

This paper is a case study of Longfellow Elementary, a K-8 school in San Diego (California) that is using the concepts of information architecture to develop its Web site. The site is intended to be a virtual meeting place for all of the school's constituents: parents, teachers, students, and the community at large. The site is a dynamic, ongoing endeavor, and site developers will continue to use processes of information architecture to guide its growth. The paper presents the school's Web site, the theoretical background on information architecture, a user-centered model for development, and recommendations for other schools pursuing similar projects. Contains 10 references. (Author/MES)

ED 444 584 IR 020 240

Chen, Linlin Irene; Brown, Roy
Web Site Evaluation Rubrics for K-12 Educators: An On-Line Literature Review.
PUB DATE- 00
NOTE- 7p.; In: Society for Information Technology & Teacher Education International Conference: Proceedings of SITE 2000 (11th, San Diego, California, February 8-12, 2000). Volumes 1-3; see IR 020 112. Figures contain illegible type.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Uses in Education; Educational Technology; Elementary Secondary Education; *Evaluation Criteria; Information Industry; *Instructional Material Evaluation; Librarians; *Media Selection; Standards; *World Wide Web
IDENTIFIERS- Search Engines; *Web Sites

This paper discusses Web evaluation standards set up by librarians, by search engine companies, by Web site diagnostic services, and by educators or school districts. The online or print-based Web site evaluation standards published by educators for students and other educators are found to be most useful to meeting the need of guidance for K-12 teachers in selecting quality Web sites for their students. A good educational Web site needs to consider not only the format (e.g., user friendly, aesthetically courteous, and aesthetically appealing), the content (e.g., credible, useful, rich, and interdisciplinary), but also the learning process (e.g., higher-order thinking, engaging, and multiple used in education. Appendices include: Commission Legislative Authority; Commission Meetings; Commission Hearings and Witnesses; e-Testimony Submissions to the Commission; Commission, Speeches and Presentations; Stakeholder Meetings with Commissioners and Staff; Individuals and Groups Providing Services to the Commission; and Commission Staff. (AEF)

ED 444 604 IR 020 541

e-Learning: Putting a World-Class Education at the Fingertips of All Children. The National Educational Technology Plan.
PUB DATE- 00
NOTE- 72p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Information; *Computer Uses in Education; *Educational Objectives; *Educational Planning; *Educational Technology; Elementary Secondary Education; Information Literacy; Information Skills; Information Technology
IDENTIFIERS- Access to Technology; National Planning; *Technology Plans; *Technology Utilization

This document presents an updated national educational technology plan. Chapter 1 summarizes the goals set forth in the 1996 national educational technology plan and describes the Virtual High School Project. Chapter 2 addresses support for teacher use of technology, teacher and student access to technology, use of digital content and networked applications for teaching and learning, and technology's impact on teaching and learning. Chapter 3 discusses helping students to comprehend difficult-to-understand concepts, helping students to engage in learning, providing students with access to information and resources, better meeting students' individual needs, and looking forward. Chapter 4 covers the five national education technology goals: (1) all students and teachers will have access to information technology in their classrooms, schools, communities, and homes; (2) all teachers will use technology effectively to help students achieve high academic standards; (3) all students will have technology and information literacy skills; (4) research and evaluation will improve the next generation of technology applications for teaching and learning; and (5) digital content and networked applications will transform teaching and learning. Appendices include a description of the process of developing the plan, a list of contributors, and endnotes. An educational technology timeline of highlights during the Clinton Administration, 1993-2000, is also included. (Contains 66 references.) (MES)

ED 444 605 IR 057 903

Russell, Shayne
Teachers and Librarians: Collaborative Relationships. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Cooperative Planning; *Cooperative Programs; Course Integrated Library Instruction; Educational Resources;

expressing concern about a student's lack of progress can be attached to a returned test or paper. The sense of connection between individual students is also important. For classroom projects involving small groups, the instructor can post "project partners" on a Web site and assign specific topics for each group to explore. Online courses work particularly well with partners or groups. Digital cameras offer another medium for interaction in online classes. Photos of individual students can be included on the Web page for that class, and during the semester, students can put a "face" to an e-mail address. Finally, chat rooms offer students an opportunity to engage in relevant discussions with classmates. They can be incorporated in the requirements for a conventional class as a means of fostering open communication among students and instructors. Chat rooms also offer the closest approximation to a conventional classroom discussion for students in online courses. (JA)

ED 444 626 JC 000 577

Wilson, Alan
Profile of B.C. College Transfer Students Admitted to the University of Victoria, 1992-93 to 1996-97.
SPONS. AGENCY- British Columbia Council on Admissions and Transfer, Vancouver.
PUB DATE- 97
NOTE- 53p.; Prepared by the University of Victoria, Office of Institutional Analysis.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *Academic Persistence; College Graduates; *College Transfer Students; *Community Colleges; Foreign Countries; Higher Education; *Outcomes of Education; *Student Characteristics; *Transfer Rates (College)
IDENTIFIERS- *British Columbia; *University of Victoria BC

This report examines the population of college transfer students who entered the University of Victoria (UVic) from 1992/93 to 1996/97. Section A provides a general profile of the 6,486 British Columbia (BC) college transfer students who first registered and commenced studies at UVic in any session between summer 1992 and winter 1996/97. Section B examines the UVic performance of B.C. college entrants. Like Section A, this section provides a profile of all 6,486 B.C. college transfer students who first registered and commenced studies at UVic in any session between summer 1992 and winter 1996/97. Some of Section B's tables focus on those who entered between summer 1992 and winter 1993/94 and hence have had sufficient time to earn a credential. Section C focuses on the 1,754 B.C. college transfer students admitted during the five year period who have graduated. Section D profiles the 2,260 students who were not admitted to UVic on the basis of work at a B.C. college, but who attended a B.C. college sometime in the past. This group includes those admitted on the basis of B.C. high school performance, mature students, students from another university, etc. The paper includes an appendix of definitions and technical notes. (VWC)

ED 444 627 JC 000 578

Andres, Lesley; Qayyum, Adnan; Dawson, Jane
Investigating Transfer Project, Phase I: Transfer Experiences of Students from Community College to University.

PUB DATE- 00
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Articulation (Education); Associate Degrees; *College Transfer Students; Educational Mobility; Foreign Countries; Higher Education; Institutional Cooperation; *Transfer Policy; *Transfer Programs
IDENTIFIERS- *British Columbia

The purpose of this handbook is to provide resources for institutions or articulation committees who are engaged in the task of investigating the feasibility of block transfer agreements. Block transfer is the process whereby a block of credits is granted to students who have successfully completed a certificate, diploma, or cluster of courses that is recognized as having an academic wholeness or integrity, and that can be related meaningfully to a degree program or other credential. This document describes ten models of block transfer currently in use in British Columbia and provides a checklist to assist departments in their negotiation and assessment process involved in Block Transfer Agreements (BTAs). In typical BTAs, the transfer agreement refers to a specific program at the receiving institution. For example, a social work diploma program may receive block transfer towards a social work degree. The credits earned this way may not be applicable to a different degree unless they are transferable on a course by course basis. The British Columbia Council on Admission and Transfer is working to encourage the development of more innovative, flexible and efficient transfer arrangements. The Council has developed a set of "Supplemental Principles and Guidelines for Flexible or Innovative Transfer." Students should be able to complete all lower division degree requirements at a college, provided that the college offers a reasonable variety of courses in their chosen discipline. Sending and receiving institutions should provide a written rational for the designation of courses as upper or lower division when requested. (JA)

ED 444 646 JC 000 599

Annual Report to the Ministry of Advanced Education, Training and Technology, 1999-2000.
PUB DATE- 00
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Articulation (Education); College Admission; *Educational Planning; Foreign Countries; *Institutional Cooperation; *Institutional Role; Postsecondary Education; *Transfer Policy
IDENTIFIERS- *British Columbia

This report documents what projects and activities the British Columbia Council on Admissions and Transfer (BCCAT) has undertaken in the 1999-2000 fiscal year. This past year, BCCAT has put considerable effort into initiating plans and projects to improve credit transfer arrangements and processes. A prototype for a Web-based electronic transfer credit evaluation form was developed. The Associate Degree Review Task Force

Work Relationship; Graduate Surveys; Job Placement; *Job Training; Tables (Data); Two Year Colleges; *Vocational Followup
IDENTIFIERS- Employer Surveys; *Johnson County Community College KS

The report summarizes the results of follow-up studies of 494 students who completed a career program at Kansas' Johnson County Community College (JCCC) during the 1997-1998 academic year, and of the employers of completers who were working in a job related to their course of study. Results of these studies provide valuable insights into the effectiveness of career programs. Findings also assist the college in planning to meet the individual need of future students and the employment needs of business and industry. Nearly 82% of respondents were employed in a job related to their community college career program, and 10% were working in an unrelated job. The overall average annual salary reported by males was 7% higher than that reported by females ($31,387 vs. $29,411). Approximately eight out of ten respondents reported improvement in their self-confidence, decision-making skills, and time management skills as a result of their community college experiences. The vast majority of employers were satisfied with the preparation of the career program completer in their employ. Nine out of ten rated the overall job preparation as excellent or good, and less than 2% of employers rated any aspect of their employee's job preparation as poor. Appendices contain tabled findings, completer and employer surveys, and comparison of initial mail and telephone responses. (Contains 37 tables.) (JA)

ED 444 666 JC 000 621

Sumner, Pat
JCC Drop Study/Attrition Rates, Fall 1999.
PUB DATE- 00
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Class Size; Community Colleges; *Course Selection (Students); *Enrollment; *Enrollment Influences; *Student Attrition; *Student Behavior; Student Surveys; Two Year Colleges
IDENTIFIERS- *Johnson County Community College KS

The report details the results of an annual survey conducted to determine the reasons that students at Kansas' Johnson County Community College (JCCC) drop classes. The overall JCCC attrition rate for classes starting on or before the 20th day of the fall 1999 semester was 12%. During the fall semester, students dropped 4,846 classes. The Science, Health Care, and Math Division recorded a 17% attrition rate, the highest of all the academic divisions. The Business and Technology Division recorded the lowest attrition rate (9%). Work schedule conflicts (21%) and personal problems (18%) continue to be among the reasons most frequently cited for dropping classes. Reasons over which JCCC may have some control, such as course difficulty, course scheduling, and instructors, also appeared to contribute to decisions to drop classes in a substantial number of instances. Course "too hard/bad grade" was the third most frequently cited reason for dropping a class overall (17%), and the most frequently cited reason in the Science, Health Care, and Math Division (27%). A high attrition class is defined as a class with an enrollment of 10 or more and an attrition rate of 40% or higher. Of the classes offered in the fall semester, less than 2% were high attrition classes. Appendices contain tabled findings. (JA) better state of health than their predecessors a generation ago. However, more attention needs to be paid to problems associated with smoking, drinking, and drug abuse, living environment, accident prevention, lack of exercise/sport, and mistaken nutritional habits. (Contains 39 references.) (KB)

ED 444 686   PS 028 578

Playing with the Standards: Vermont's Framework of Standards and Learning Opportunities in Early Care and Education Settings. Videotape .
PUB DATE- 99
NOTE- 0p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Non-print Media (100),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Day Care; *Day Care Centers; *Early Childhood Education; Educational Practices; Learning Activities; Play; *Preschool Curriculum; *Standards; State Programs
IDENTIFIERS- Vermont

The Vermont Framework of Standards and Learning Opportunities was developed in order to better provide Vermont students with essential skills and knowledge and to ensure that they leave school able to contribute positively to society. This 13-minute videotape examines how this framework is applied in early care and education settings. The video discusses the history of the standards' development and outlines how the framework helps to link early care and education programs to public schools, helps to prepare children for successful school entry, and ensures continuity throughout school. Featured on the video are interviews with educational leaders who discuss the application of the framework for preschool curriculum development. The video shows children in play and learning activities in early care and education settings, and describes how the standards and learning opportunities are being applied. Educational consultants suggest ways of documenting young children's learning. The video concludes by noting the importance of the framework to all Vermont citizens. (KB)

ED 444 687   PS 028 580

Resources Families Projects (ISPES) in the Social and Political Context of the Nineties: Porto Torres (Sardinia), Regione Calabria, and Lavello (Basilicata).
SPONS. AGENCY- Bernard Van Leer Foundation, The Hague (Netherlands).
PUB DATE- 99
NOTE- 123p.; Produced by the Instituto per la Promozione dello Svillupo Economico e Sociale (ISPES), Rome, Italy.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Agency Cooperation; Child Health; Child Rearing; *Child Welfare; Early Childhood Education; *Family Programs; Foreign Countries; *Infant Care; *Infants; Parent Child Relationship; Parent Education; Public Policy
IDENTIFIERS- *Family Support; Italy

The Resource Families project experiments with new ways of meeting information, support, and assistance needs of Italian families with infants and defines new directions and procedures to inform the development of regional social policies in Italy. The project, funded through the Bernard van Leer Foundation and managed by ISPES (Instituto per la Promozione dello Svillupo students across 2 kindergarten classrooms and 1 first grade physical education classroom from 2 schools located in a suburban community. Students' lack of social competence was documented by means of teacher and parent surveys, teacher anecdotal records, and behavioral checklists. The intervention had three components. First, a safe, caring, environment was established for the students. Second, direct lessons were provided involving role modeling, role play, and problem solving to teach cooperation. Third, direct lessons were used to teach conflict resolution. Lessons were taught throughout the school year. Effects of the intervention were assessed over 4 weeks through examination of students' discussions, parent surveys, teacher surveys, and the use of behavioral checklists and anecdotal records by teachers to assess social skills. Post intervention data indicated that the students exhibited more socially acceptable behaviors. Children began to learn the concepts needed for cooperative learning and the language necessary to resolve conflicts in a positive fashion. (Thirteen appendices include data collection forms and instructional materials. Contains 47 references.) (KB)

ED 444 706   PS 028 779

Chiappetta, Lisa; Harris, Leslie; Moncada, Tara; White, Chris
Improving Social Competencies through Cooperative Learning, Conflict Resolution and Home/School Communication.
PUB DATE- 00
NOTE- 86p.; Master's Action Research Project, Saint Xavier University and Skylight Professional Development Field-Based Masters Program.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Action Research; *Behavior Change; Behavior Problems; *Change Strategies; Childrens Literature; *Conflict Resolution; *Cooperative Learning; Family School Relationship; *Interpersonal Competence; Kindergarten; *Kindergarten Children; Pretests Posttests; Primary Education; Prosocial Behavior; Student Behavior

This action research project examined the effectiveness of a program to improve kindergartners' prosocial behaviors. Students' lack of social skills was documented by means of teacher and parent surveys, teacher anecdotal records, and behavioral observation checklists. The intervention had four components. The teacher directly taught social skills beginning in the first 3 weeks of school for 10 minutes daily and periodically reviewed throughout the semester. Cooperative groups were used at least twice a week for a total of 40 minutes. Conflict resolution instruction was implemented 10 minutes daily and reviewed as needed. A weekly newsletter was sent to families, and monthly family activities and a book depicting the monthly theme were also sent home. The impact of the intervention was assessed using pre-post parent surveys regarding their child's social skills, teacher surveys, teacher anecdotal records, and the use of a student behavior checklist. Findings indicated that parents identified an improvement in prosocial behavior, with the most substantial increases in following rules, resolving conflicts, and saying please, thank you, excuse me, and I'm sorry. Most negative behaviors declined, with the exception of talking back to parents. Staff also noted a marked improvement in children's prosocial behaviors. The behavior checklist findings indicated a decline in behavior incidents. Throughout the 20-week intervention, teacher anecdotal records noted a marked decrease in the number

An annual evaluation was conducted for the 1999-2000 school year. A total of 309 children from 13 schools participated in the program. The Prekindergarten Saginaw Objective Reference Test assessed student achievement on a posttest-only basis. Teachers recorded the amount and type of parent participation throughout the year. Findings indicated that students attained all the cognitive objectives and three of the four psychomotor objectives. In comparison to 1999 data, seven objectives showed minor decreases in the percent of pupils meeting the mastery criteria while five objectives showed increases. All objectives related to parent participation through classroom participation, parent meetings, and completion of home activities with the children were met successfully. It was concluded that the Saginaw Prekindergarten Program was very successful in 1999-2000, having attained 15 of the 16 program objectives. It was recommended that building differences in results be examined and that the teachers and program supervisor jointly explore reasons for relatively poor achievement on one of the psychomotor objectives and develop an instructional management system which will lead to attaining this objective. (Six appendices include the prekindergarten objectives, data collection instructions, and tabulated data by building.) (KB)

ED 444 726 PS 028 811

Michigan School Readiness Program Product Evaluation Report, 1996-97.
PUB DATE- 97
NOTE- 62p.; For other "Michigan School Readiness Program Product Evaluation Reports," see PS 028 812-814, ED 405 088, and ED 405 074. Appendix may not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Cognitive Development; Cognitive Measurement; Cognitive Objectives; Early Intervention; *Educational Assessment; Evaluation Criteria; *High Risk Students; Inner City; Outcomes of Education; Parent Participation; Parent Role; Parent School Relationship; Parent Teacher Cooperation; Partnerships in Education; Performance; Preschool Education; Program Effectiveness; Program Evaluation; Psychomotor Objectives; *School Readiness; *State Programs; *Young Children
IDENTIFIERS- Prekindergarten Saginaw Objective Reference Test; Saginaw City School System MI

The Michigan School Readiness Program (MSRP) is a state-funded prekindergarten program in Saginaw for 4-year-olds from the inner city with the goal of providing an environment that develops school readiness skills. The seven program components are: cognitive, psychomotor, affective, parent participation/education, curriculum, staff development, and community collaboration/participation. An annual evaluation was conducted for the 1996-97 school year. A total of 300 students attended the program at 1 of 10 sites. The Prekindergarten Saginaw Objective Reference Test assessed student achievement on a posttest-only basis. The Affective Rating Scale was used on a pre-post basis. Findings indicate that MSRP students attained all the cognitive and affective objectives and three of the four psychomotor objectives. Over 80 percent of families participated in the classroom or on field trips. Over 90 percent of families participated in parent meetings and completed home activities with their children. An early childhood education curriculum committee met to discuss

2-year-olds, children with asthma, children with active tuberculosis, children with AIDS, sexually transmitted diseases, findings of Child Health Survey, percent of seventh and eighth graders using various drugs, and health clinic data; (4) Mental Health (including number of children served for various types of problems); (5) Environmental Health (including lead poisoning cases, lead levels in drinking water, number of toxic waste sites, and vacant lots converted into active community or school gardens); (6) Education (including enrollment in public schools, student ethnicity, attendance rates, number of students receiving reduced or free meals at school, number of gifted/talented students, violent incidents and weapon possession, student suspensions, homeless students, number of students in after-school development programs, proficiency test scores, Scholastic Aptitude Test scores, graduation rates, dropout reports, and post-graduation plans); and (7) Juvenile Justice (including number of juvenile arrests for 1994 to 1998, including serious offenses.) (KB)

ED 444 744   PS 028 840

Copeland, Tom
Hiring a Nanny: Your Tax Responsibilities as an Employer.
PUB DATE- 00
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Child Caregivers; *Compliance (Legal); Employer Employee Relationship; *Employment Practices; *Legal Responsibility; Parents; *Taxes
IDENTIFIERS- Babysitters; *Employer Responsibility; *Nannies

Many parents who choose to hire someone to provide child care in their home find that locating the right person to provide reliable and loving care can be difficult and that understanding their tax responsibilities is a major challenge. This booklet, directed to parents, details guidelines for selecting an in-home child caregiver and for meeting the tax responsibilities involved. The following topics are discussed: (1) finding an in-home child caregiver; (2) sharing an in-home child caregiver; (3) what your child needs; (4) choosing a caregiver; (5) signing a contract; (6) hiring a caregiver, including federal tax requirements, eligibility of the employee, employer identification number, new hire reporting requirement, minimum wage, federal income tax withholding, Social Security and Medicare taxes, federal unemployment taxes, earned income credit, reporting deadlines for federal tax forms, state tax requirements, state unemployment taxes, and workers' compensation; (7) an example illustrating the tax liability for hiring an in-home caregiver; (8) tax credits; and (9) liability and property insurance. The booklet's appendix lists tax and other forms needed. (KB)

ED 444 745   PS 028 841

Copeland, Tom
Caring for Children in Your Home: A Business Guide for Unregulated Providers. Redleaf Business Series.
PUB DATE- 00
NOTE- 21p.
LANGUAGE- English

operating costs, capital costs, and infrastructure costs. Funding sources and revenues are examined, including parent fees; public funds from federal, state, and local government; private funding; and in-kind contributions. Also discussed are ways to fund the afterschool infrastructure, including facilities improvement, professional development of providers, and technical assistance to programs. The report concludes by noting that community leaders are finding creative ways to finance afterschool initiatives, and are drawing a widening circle of partners into action. A list of cost elements for afterschool programs and systems is appended. (KB)

ED 444 763   PS 028 866

Fisher, Hansine
Federal Funding for Early Childhood Supports and Services: A
  Guide to Sources and Strategies.
PUB DATE- 00
NOTE- 143p.; "With Carol Cohen and Margaret Flynn."
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)
  (141)
DESCRIPTORS- Child Development; Child Health; Child Welfare;
  Children; *Day Care; *Early Childhood Education; Educational
  Finance; Family Programs; *Federal Aid; *Federal Government;
  *Financial Support; Grants; Mental Health; Program Descriptions
IDENTIFIERS- Access to Services; Family Support

The need for improved access to quality services for children and their families has resulted in a wide variety of early childhood and out-of-school time initiatives. Recognizing that developing financing plans and finding funding sources are a major challenge for these initiatives, this guide is intended to assist state and local officials, as well as members of community-based organizations and collaboratives, in identifying and accessing federal funds to help meet program goals. Following an introduction, the guide is organized into several sections, as follows: (1) "The Current Context for Financing Early Childhood Supports and Services," identifying factors affecting funding for early childhood services, including welfare reform and the economy; (2) "A Brief Overview of Federal Funding Sources," presenting a framework for understanding entitlements, formula or block grants, project grants, and direct payments; (3) "Federal Funding for Early Childhood Supports and Services," analyzing the amount of funding through these programs and discussing the array of program purposes supported; (4) "Federal Funding Strategies," presenting strategies for maximizing access to and making best use of federal funds; and (5) "Catalog of Federal Funding Sources," providing information on 59 programs, including kinds of services funded, the application process, program purposes funded, and matching requirements. The guide's two appendices delineate the fiscal year 2000 federal assistance percentages for each U.S. state and territory, and list federal poverty guidelines for families of various sizes. The guide concludes with a list of other publications and organizations providing further resource information. (KB)

ED 444 764   PS 028 868

Bouch, Beth, Ed.; Bouch, Ethel, Ed.; Schloff, Pam, Ed.
Family Child Care Calendar-Keeper TM 2001: A Record Keeping
  System Including Nutrition Information for Child Care
  Providers. Twenty-Fourth Edition.

experimentation and that emphasized continuous improvement, reflection, and self-analysis; attention to principles of change; solid research, in some cases up to a year of research; local adaptation; and additional resources. Elements of rurality that assisted these reforms were eligibility for special consideration by grant-making agencies; small size, which enabled quick action; a sense of rural insecurity that acted as a motivator; and the integration of school and community. An appendix contains the data collection guide and rubrics. (Contains 25 references.) (TD)

ED 444 781 RC 022 555

Guilmet, George M.; Whited, David L.
The Safe Futures Substance Abuse and Violence Prevention Program at Chief Leschi Elementary School, 1996-1999.
SPONS. AGENCY- Office of Elementary and Secondary Education (ED), Washington, DC. Safe and Drug Free Schools Program.; National Inst. on Drug Abuse (DHEW/PHS), Rockville, MD.
PUB DATE- 00
NOTE- 18p.; Paper presented at the Annual Indian Health Service Research Conference (12th, Albuquerque, NM, April 24-26, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Disadvantaged Youth; Drinking; *Drug Abuse; *Elementary School Students; *High Risk Students; Intermediate Grades; *Intervention; *Program Effectiveness; Smoking; Student Attitudes; *Urban American Indians; Urban Schools; Youth Problems
IDENTIFIERS- *American Indian Students; Washington (Tacoma)

A 3-year intervention project focused on preventing substance abuse, violence, gang violence, and truancy among K-12 students at the Chief Leschi School in Tacoma, Washington, a tribally controlled, urban school for high risk and adjudicated Native youth. This paper reports the elementary school results. The Positive Reinforcement in Drug Education (PRIDE) curriculum, a comprehensive plan that integrates school and tribal community efforts to address substance abuse, was enhanced by revising it for grades K-6 and integrating it with newly adopted essential learning standards. A series of teacher trainings was conducted to increase teacher effectiveness in dealing with violence and substance abuse by implementing social learning strategies with students across grade levels. Pre- and post-assessment included interviews with key staff and three sets of quantitative data: school attendance, behavior records, and six student questionnaires about tobacco and drug use and future intentions. Data for grades 4-6 showed a significant decrease in emergence of drug-using behavior and the existence of risk factors over the 3-year project. Reported rates of alcohol and drug use decreased significantly since the fall 1996 surveys, although they generally increased during each academic year in each grade level due to socialization effects. Data are presented on use of cigarettes, smokeless tobacco, and drugs and intentions of future drug use by grade, December 1996 through June 1999. (TD)

ED 444 782 RC 022 559

Chavers, Dean
Indian Teachers and Indian Control.
PUB DATE- 98
NOTE- 20p.

Rural America's Stake in the Digital Economy. The Main Street Economist: Commentary on the Rural Economy.
PUB DATE- 00
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Information; Distance Education; Internet; Policy Analysis; *Rural Areas; *Rural Development; Rural Schools; Rural Urban Differences; *Telecommunications
IDENTIFIERS- *Access to Technology; Broadband Cable Teleservices; E Rate (Internet); Electronic Commerce; Telecommunications Act 1996; *Telecommunications Infrastructure; Telemedicine

This first article in a series on telecommunications in rural America provides an overview of several key telecommunication issues facing rural regions. High speed data services known as broadband have the potential to make rural areas less isolated and improve the rural quality of life, but physical barriers, sparse population density, and few markets present significant obstacles to their deployment in rural areas. Three types of broadband delivery--digital subscriber line (DSL), cable modems, and wireless--are discussed, along with their advantages and limitations for rural implementation. E-commerce, the use of the Internet for commerce, is expanding rapidly. Whether e-commerce will help rural enterprises thrive or hurt rural areas by increased by-passing of the middle man is yet to be seen. The telecommunications industry was deregulated to offer customers the benefits of competition, but the need for a physical connection between the phone company and the customer makes true competition impractical, especially in sparsely populated rural areas. Rural and urban residents are unlikely to have the same competitive choices. The Telecommunications Act of 1996 provided for subsidies to rural schools, libraries, and health care providers for various telecommunications services. Schools in rural high-cost areas were specifically targeted to receive the highest "e-rate" discounts. Recent regulatory developments have allowed wireless technologies to receive ETC (eligible telecommunications carrier) status. Whether regulators will require wireless services to replace wireline service will have a profound effect on the availability of advanced services in rural areas. (TD)

ED 444 800 RC 022 591

Staihr, Brian
The Broadband Quandary for Rural America. The Main Street Economist: Commentary on the Rural Economy.
PUB DATE- 00
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Distance Education; Internet; Policy Analysis; *Proximity; *Public Policy; *Rural Areas; Rural Development; Rural Urban Differences; *Telecommunications
IDENTIFIERS- *Access to Technology; *Broadband Cable Teleservices; Telecommunications Act 1996; Telecommunications Infrastructure; Universal Service (Telecommunications)

High speed data services known as broadband have the potential to make rural areas less isolated and improve the rural quality of life, but physical barriers, sparse population density, and few

Faculty Development; Higher Education; *Science Instruction; *Self Efficacy; *Student Teachers; *Teacher Education
IDENTIFIERS- National Science Education Standards

This paper questions the claim that the site-based approach can produce more effective beginning teachers, the ones capable of identifying and solving problems through multiple effective and appropriate approaches, and discusses the reasons that support this claim. The study uses the Science Teaching Efficacy Belief Instrument (STEBI-B) to measure preservice teachers' beliefs about science teaching. Quantitative data collected through interviews and questionnaires for 10 experience clusters include methods class assignments, methods text, methods class instruction, methods class instructor, feedback from the site-based teacher, feedback from the cluster coordinator, teaching experience in a methods class, teaching experience in an assigned classroom, and other experience during the semester. (Contains 26 references.) (YDS)

ED 444 819 SE 063 652

Audet, Richard H.; Jordan, Linda K.
A Professional Development Model for Learning To Use the National Science Education Standards.
PUB DATE- 99
NOTE- 14p.; Cover page varies.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Change; Elementary Secondary Education; *Instructional Improvement; *Knowledge Base for Teaching; National Standards; *Science Curriculum; *Teacher Education; Teaching Methods; *Teaching Skills
IDENTIFIERS- *National Science Education Standards

In order for standards to become the cornerstone of teachers' professional lives, they must first develop a keen understanding of the history and philosophy underlying standards, gain a working familiarity with standards documents, and engage in sense-making experiences that lead to personal meaning or internalization of the standards. This paper describes a professional development workshop framework for assisting both preservice and inservice audiences in gaining confidence in integrating the National Science Education Standards into their teaching practices. (Contains 15 references.) (WRM)

ED 444 820 SE 063 671

Boardman, Leigh Ann; Zembal-Saul, Carla; Frazier, Maryann; Appel, Heidi; Weiss, Robinne
Enhancing the "Science" in Elementary Science Methods: A Collaborative Effort between Science Education and Entomology.
PUB DATE- 99
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Concept Formation; Elementary Education; Elementary School Science; Elementary School Teachers; Entomology; Higher Education; Instructional Effectiveness; *Knowledge Base for Teaching; Misconceptions; Partnerships in Education; Science Education; *Scientific Concepts; *Scientific Research; *Teacher Education; Teacher Improvement

(nature of scientific knowledge) of the Views On Science-Technology-Society (VOSTS). Only the stems of the items were selected from the VOSTS; the multiple-choice responses were developed according to the original procedure outlined by the original authors (Aikenhead and Ryan, 1992). Results indicated that Emirates high school science students held mixed understandings about the epistemology of science. About 21-68 percent of students' responses were classified as religious understanding about the nature of science; 9-70 percent of students' responses were classified as traditional understanding of science; and 3-59 percent of students' responses were classified as constructivist understanding of science. The results suggested that students' cultural background influence their views about the epistemology of science. People involved in science teaching in the United Arab Emirates should consider students' cultural background when developing and presenting science curriculum materials. (Contains 60 references.) (YDS)

ED 444 844 SE 063 922

Hoffman, Joseph L.; Krajcik, Joseph S.
Assessing the Nature of Learners' Science Content Understandings as a Result of Utilizing On-Line Resources.
SPONS. AGENCY- National Science Foundation, Arlington, VA.; Michigan Univ., Ann Arbor.
PUB DATE- 99
NOTE- 31p.; Some figures are very small. Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (Boston, MA, March 28-31, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Astronomy; Ecology; *Electronic Libraries; Geology; Grade 6; *Information Seeking; *Inquiry; Intermediate Grades; Problem Solving; Science Education; Weather; *World Wide Web

The purpose of this study was to describe the depth and accuracy of sixth grade students' content understanding as a result of engaging in information seeking activities using Web-based resources in the University of Michigan's Digital Library. Eight student pairs received scaffolded pedagogical support from classroom teachers while completing four online inquiry units (astronomy, ecology, geology, weather) during a nine month period. Emerging understandings were assessed through a content analysis of learner final products and semi-structured interviews conducted during the school year. The analysis provided insight into both the depth (recalling information, offering explanations, articulating relationships, extending explanations) and accuracy of learner understandings (inaccurate, none, partial, accurate). Results of this study provide an empirical perspective on the use of World Wide Web resources in science classrooms. (Contains 66 references.) (Author/YDS)

ED 444 845 SE 063 928

Khalid, Tahsin
The Study of Pre-Service Teachers' Alternative Conceptions Regarding Three Ecological Issues.
PUB DATE- 99
NOTE- 21p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (Boston, MA, March 28-31, 1999).

Attitudes; Teaching Methods

The purpose of this study was to determine if the use of Learning Logic, an integrated-learning system, by high school students in Algebra I had a significant effect on the performance of these students when they subsequently enrolled in a traditionally taught Algebra II course. Four high schools were selected in which Learning Logic was used for some Algebra I sections and in which other sections of Algebra I were taught without the use of Learning Logic. All such students who enrolled in Algebra II were included in the sample. Results of the analysis of Algebra II grades of these students revealed no significant differences between students who used Learning Logic in Algebra I and students who did not use Learning Logic in Algebra I. Teachers who used Learning Logic noted some benefits in terms of attitudes of students. (Author)

ED 444 869 SE 064 093

McEwan, Elaine K.
The Principal's Guide to Raising Math Achievement.
PUB DATE- 00
NOTE- 146p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Standards; Elementary Secondary Education; *Mathematics Achievement; Numeracy; *Principals; School Effectiveness; Teaching Methods

This book is intended for school principals at every level to help develop a plan for raising mathematics achievement in their schools. Chapter 1 explores the current state of mathematics achievement in the United States and suggests some of the reasons why students as a whole do not compare more favorably with their international counterparts. Chapter 2 provides background and history on mathematics education. Chapter 3 examines the need for research-based decision making in education. Chapter 4 focuses on what Benjamin Bloom calls the "alterable variables," the things that teachers can and must change in order to bring students to acceptable levels of numeracy. Chapter 5 focuses on the "essential learnings" that constitute a comprehensive mathematics curriculum for kindergarten through 12th grade. Chapter 6 describes the key components that need to be in place in order to create a "numerate" school. Finally, chapter 7 provides more than 30 ideas teachers can implement in their schools to raise mathematics achievement. Web sites for teachers, activities and programs for students, and ways for principals to become more involved in raising mathematics achievement are presented. (Contains 293 references.) (ASK)

ED 444 870 SE 064 094

Highlights from the TIMSS Videotape Classroom Study.
PUB DATE- 00
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Comparative Education; Cooperative Learning; Foreign Countries; *Grade 8; Junior High Schools; *Mathematics Education; Problem Solving; Science Instruction; Videotape

works in the "wheel pit" area where they build and test water wheels in a schematic water power site; the other works on the "mill race" activity in which problems arising from the design and construction of pre-canal power systems are solved. The program's activity guide presents the theme; lists program objectives; provides historical background; and enumerates pre- and post-visit activities. A glossary of terms concludes the guide. (BT)

ED 444 891 SO 031 205

Bale to Bolt: Activity Guide.
SPONS. AGENCY- National Park Service (Dept. of Interior), Washington, DC.
PUB DATE- 98
NOTE- 17p.; For activity guides, see SO 031 202-204.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cultural Context; *Employees; *Employment; Field Trips; Heritage Education; Historic Sites; Primary Sources; Secondary Education; Social Studies; *Technological Advancement; Thematic Approach; *United States History
IDENTIFIERS- *Massachusetts (Lowell); Textiles; Weavers; Weaving

This field trip program consists of a 90-minute interpretive tour and a 90-minute hands-on workshop in which students learn about the process of making cloth both by hand and in a factory. The program focuses on the changing nature of work and the roles of workers. The tour and workshop complement one another by exploring different aspects of the transition from farm to factory. On the tour, students visit both a restored weave room with 88 operating power looms and the "Working People Exhibit" where they can examine what life was like outside the factory. In the workshop, students participate in two sets of activities: after an introduction to the mechanics of manual cloth production, students work in pairs and learn to weave on hand looms; one student remains at the loom to experiment with creating different weave patterns, while the other works in the "Discovery Area" stations. The program's activity guide presents the theme; lists program objectives; provides historical background; and enumerates pre- and post-visit activities. A glossary of terms concludes the guide. (BT)

ED 444 892 SO 031 206

Workers on the Line: Activity Guide.
SPONS. AGENCY- National Park Service (Dept. of Interior), Washington, DC.
PUB DATE- 98
NOTE- 16p.; For related activity guides, see SO 031 202-205.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Employer Employee Relationship; Field Trips; Heritage Education; Historic Sites; *Labor Problems; Primary Sources; Secondary Education; Social Studies; Thematic Approach; *United States History
IDENTIFIERS- Cultural Change; *Industrial Revolution; Massachusetts (Lowell)

This field trip program, a 90-minute interpretive tour and a 90-

need access to caregivers with South Asian language skills since some South Asian elderly do not speak English. The South Asian ethnic organizations appear to be responsive to the special needs of the South Asian elderly population of England. Needs assessment for the elderly should be ongoing, as should be assessment of the effectiveness of the various programs designed for the South Asian elderly population of Leicester. This study is an example of a cross-cultural study in social gerontology. Contains 5 tables of data and 37 references. Appended are illustrations, maps, and data relating to the South Asian elderly population of Leicester. (BT)

ED 444 911 SO 031 863

Making Sense of Census 2000--Guam. Teaching Guide . Grades K-12.
PUB DATE- 99
NOTE- 34p.; For teaching guides for grades K-12 in the U.S. and its territories, see SO 031 044-046 and SO 031 864-867.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Census Figures; Curriculum Enrichment; *Demography; Elementary Secondary Education; *Government Role; Maps; Social Studies; Teaching Guides; *Thinking Skills
IDENTIFIERS- Bureau of the Census; *Census 2000

The United States Census Bureau's mission is to be the preeminent collector and provider of timely, relevant, and quality data about the nation's people and economy. The Census 2000 teaching guide aims to help teachers bring the census to life for students. The guide outlines skills that correlate with national standards; fulfills curriculum requirements; demonstrates the importance and the many benefits of the census; and shows how to navigate the U.S. Census Bureau Web site. A model census helps students learn how to evaluate population needs and services; compare census data across communities; and work with statistical models. The guide is divided into the following sections: Map Literacy (Geography/Math/History); Lesson 1 (K-4): This Is Our Island/Mapping Districts (Reading Map Keys/Comparing Mathematical Values); Lesson 2 (5-12): Our Changing Island (Analyzing Historical Maps); Community Involvement (Civics and Government/Math/Geography/Art/Language Arts); Lesson 3 (K-4): Where You Belong/Group Needs (Recognizing Relationships); Lesson 4 (5-8): Making Plans (Real-Life Problem Solving/Analyzing Data); Lesson 5 (9-12): Future Focus (Thinking Creatively); Managing Data (Math/Civics and Government/Geography); Lesson 6 (K-5): Getting There (Using Charts and Graphs/Computing Whole Numbers); Lesson 7 (6-12): What's Behind the Form? (Collecting, Organizing, and Analyzing Data); and Additional Resources. (BT)

ED 444 912 SO 031 864

Making Sense of Census 2000--Puerto Rico. Teaching Guide . Grades K-12.
PUB DATE- 99
NOTE- 37p.; For teaching guides for grades K-12 in the U.S. and its territories, see SO 031 044-046 and SO 031 863-867.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Census Figures; Curriculum Enrichment; *Demography;

Chinapah, Vinayagum; H'ddigui, El Mostafa; Kanjee, Anil; Falayajo, Wole; Fomba, Cheik Omar; Hamissou, Oumarou; Rafalimanana, Albert; Byomugisha, Albert
With Africa for Africa. Towards Quality Education for All. 1999 MLA Project.
PUB DATE- 00
NOTE- 149p.; Produced with UNESCO, Section for Monitoring and Assessment of EFA, France, and UNICEF.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Basic Skills; Curriculum Development; Developing Nations; *Equal Education; Evaluation; Foreign Countries; Social Science Research
IDENTIFIERS- *Africa; UNESCO; UNICEF

Monitoring Learning Achievement (MLA), a joint UNESCO-UNICEF international education assessment initiative, obtains information on the "effectiveness of basic education provisions in terms of actual learning achievement." The empirical evidence from the 1999 MLA project countries provides both a diagnosis and possible actions to be taken in terms of policy, curriculum, teaching, and learning. To assure comparability, procedures were taken to design and validate the common-core instruments and their results across markedly different countries and contexts. This document contains six chapters: (1) "Introduction" (Education for All; A Framework for Action; Goals and Targets; Monitoring Learning Achievement; Feedback for Improving Education Quality; Project Objectives; Key Project Characteristics; Expected Outcomes; Implementation); (2) "Design and Implementation" (Regional Approach; Description of Instruments; Tests; Questionnaires; Development of Instruments; Pilot Tests; Sampling Framework; Sampling Procedures; Implementation Strategies; Data Analysis; Reporting); (3) "Assessing Learner Performance: Equity-Quality Trade-Offs" (Achieving Quality of Education for All: Learner Performance Profiles across the Region; Knowledge on HIV/AIDS Transmission and Prevention Behavior; The 1992-1998 Monitoring Learning Achievement (MLA) Surveys in Africa: Repeated Lessons To Be Re-Learnt); (4) "Teaching and Learning Conditions" (Learner Background; Home Background; Home Learning Support; Teacher Background; Teaching Conditions; Teachers' Work Environment and Activities; School Head Background; School Characteristics; Conclusion); (5) "Factors Determining Learner Performance" (Global Model: Factors Influencing Learner Performance; Determinants of Learning Achievement and Their Inter-Relationships; Botswana; Madagascar; Malawi; Mali; Mauritius; Morocco; Niger; Senegal; Tunisia; Uganda; Zambia; The Regional Analysis: Similarities and Uniqueness; Conclusion); and (6) "Agenda for Action" (Quality of Education for All Can Be Attained; Improving and Sustaining Minimum Levels of Mastery Learning; Recognizing Specificity in Learning Environments; Understanding the Dynamics of Teaching and Learning; Challenge of Achieving Gender Parity; Redressing Urban and Rural Disparities; Adaptation of Schools to the Needs of the Children; Decisive Role of the Home Learning Environment; Limitations; General Recommendations; Conclusion). References, appendices, 28 tables, and 26 figures are included in the document. (BB)

ED 444 932 SO 032 179

Otten, Evelyn Holt

study responses to students in their courses. Predicting change based on biographical information was difficult. (SM)

ED 444 950 SP 039 401

Peters, William H.
Through the Looking-Glass Portfolio: The Journey of Preservice Teachers in Becoming Reflective Practitioners.
PUB DATE- 00
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Decision Making; Evaluation Methods; Higher Education; Inquiry; *Portfolio Assessment; Preservice Teacher Education; Problem Solving; *Reflective Teaching; Secondary Education; Self Evaluation (Individuals); *Student Teacher Evaluation; Student Teachers; Teaching Skills
IDENTIFIERS- Reflective Thinking

To gain insights into preservice teachers' growing capacity to be exploring, reflective practitioners, portfolio assessment is being adopted in some teacher education programs. The teacher as reflective practitioner and portfolio assessment became the foundations of one Carnegie-I research university's four-phase secondary education program. Portfolios in this university's program are used to promote self-analysis and critical reflection and to document the candidate's learning, growth, and development. The four phases of the program were designed using exploration, inquiry, problem solving, and decision making as key concepts to denote stages considered appropriate in the journey toward becoming a reflective practitioner. The four phases are: self-directed experiences with adolescents (the exploring practitioner); understanding teaching and schools in modern society (the inquiring practitioner); developing skills to meet the needs of society and students (the problem-solving practitioner); and developing and demonstrating skills to organize content and technology for use in classrooms (the decision making practitioner). Program assessment suggests the coursework as measured by the program goals is effective, with portfolios reflecting preservice teachers as they wander through their journeys, find their voices, and define themselves and their profession. (Contains 20 references.) (SM)

ED 444 951 SP 039 402

Byrnes, Deborah A.; Kiger, Gary; Shechtman, Zipora
Evaluating the Use of Group Interviews To Select Students into Teacher-Education Programs.
PUB DATE- 00
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Admission Criteria; College Admission; Communication Skills; Elementary Secondary Education; Evaluation Methods; Higher Education; Interpersonal Competence;

Development; *Teaching Models; Theory Practice Relationship; Videotape Recordings
IDENTIFIERS- Africa; *Self Reflection; Technology Integration

This paper opens with a story of what was once cutting-edge, state-of-the-art technology and its integration into preservice teacher preparation. It is a story of the technology, in this case video recording, the theories applied to its educational use, and a specific teacher training method--microteaching. The historical context of microteaching with video recording feedback is presented. The further evolution of this technology in self-reflective methods is explored by considering the combination of inner development of the individual teacher with the outer, critical examination of social contexts of teaching. The final part of the paper constructs a critical framework for utilizing both inner, self-reflective models of video feedback with models of critical video ethnography, used in overseas educational development work in Africa, that examine situational practice. The paper explores the theory foundation of these models in search of common principles to inform the practical use of video in new models of critical inquiry and reflection in professional development. (Contains 17 references.) (Author/MES)

ED 444 459 IR 020 114

Abramson, Gertrude; Ellis, Timothy
Defining a Distant Environment for Teacher Education.
PUB DATE- 00
NOTE- 7p.; In: Society for Information Technology & Teacher Education International Conference: Proceedings of SITE 2000 (11th, San Diego, California, February 8-12, 2000). Volumes 1-3; see IR 020 112.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Students; *Distance Education; Graduate Study; Higher Education; *Inservice Teacher Education; *Instructional Development; Internet; Professional Development; Student Needs
IDENTIFIERS- *Learning Environments; Nova Southeastern University FL; Virtual Universities

This paper describes some of the issues involved in refining Internet-based, asynchronous conference forums to meet the learning needs of adult students in distant inservice and graduate courses. The paper focuses on an analysis of existing instruction delivery systems and explores identification of optimal environments for inservice professional development courses. Topics addressed include: (1) the traditional campus; (2) virtual campuses; (3) the adult as a student; (4) needs of adults as online learners, including flexibility of schedule, direct and immediate applicability of material, positive connection to previous experiences, problem-solving orientation, and self-direction; (5) dangers inherent in an online environment; (6) the graduate education programs at Nova Southeastern University (Florida) School of Computer and Information Sciences (SCIS); (7) the Learning Place at SCIS; (8) distant instruction at SCIS; and (9) moving toward optimization. (Contains 20 references.) (MES)

ED 444 460 IR 020 115

Sandoz-Guermond, Francoise; Beuchot, Gerard
An Evaluation Methodology for Computer Mediated Teletraining Systems.

Parker, Angie
Trickle Down Technology: A Distance Education Approach to Professional Development.
SPONS. AGENCY- AT&T Foundation, New York, NY.
PUB DATE- 00
NOTE- 7p.; In: Society for Information Technology & Teacher Education International Conference: Proceedings of SITE 2000 (11th, San Diego, California, February 8-12, 2000). Volumes 1-3; see IR 020 112.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Distance Education; *Educational Technology; Elementary Secondary Education; *Faculty Development; Higher Education; Instructional Development; Student Role; *Teacher Education; Teacher Role
IDENTIFIERS- *Technology Integration

The Trickle Down Technology Project offered the impetus needed to change the way both K-12 and university educators capitalize on technology in the classroom. The project had three key components: the modeling of technology in the university classroom; online technology workshops; and interactive communication among inservice and preservice teachers. Each of these components is discussed in this paper. As college faculty grew more comfortable with technology, they began to integrate computers into their classes, while helping K-12 teachers do the same. Concurrently, faculty modeled technology application as a part of the curriculum and helped their students develop lesson plans for K-12 classrooms. The teachers then implemented these lessons and provided online feedback to the preservice teachers. (MES)

ED 444 481 IR 020 136

Haugen, Harald; Ask, Bodil; Bratseth, Birgit O.; Engelsen, Knut Steinar; Lysne, Svein Ove; Tvedte, Jostein
Shifting Focus from Teaching to Learning--ICT as an Incentive To Reform Teacher Education.
PUB DATE- 00
NOTE- 7p.; In: Society for Information Technology & Teacher Education International Conference: Proceedings of SITE 2000 (11th, San Diego, California, February 8-12, 2000). Volumes 1-3, see IR 020 112.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Uses in Education; Cooperative Learning; Distance Education; Educational Change; *Educational Technology; Educational Theories; Foreign Countries; Higher Education; Internet; Open Education; *Problem Based Learning; Teacher Education; Teacher Role
IDENTIFIERS- Collaborative Learning; *Learning Environments

This paper describes a revised teacher training program that includes Internet-based learning materials, thus demonstrating the dual mode system in which both off- and on-campus studies are integrated. The first section discusses the changing role of the teacher, including traditional teacher education and new challenges imposed by technology. The dual mode learning environment is covered in the second section, including the use

(11th, San Diego, California, February 8-12, 2000). Volumes 1-3; see IR 020 112.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Software Development; *Computer Uses in Education; *Courseware; Curriculum Development; Educational Technology; Foreign Countries; Higher Education; *Information Technology; *Multimedia Materials; Teacher Attitudes; Teacher Education
IDENTIFIERS- Technological University of Malaysia

The Malaysian Ministry of Education has given adequate opportunity for teachers to acquire knowledge and skills in operating computer and information technology (C&IT) in order to fully utilize C&IT in the learning and teaching process, as well as in the daily running of the school. Realizing the vision of the ministry, Universiti Teknologi Malaysia's teacher education curriculum was reinvented. New, efficient, and cost-effective learning methods were used to supplement conventional teaching methods. Computer-based learning (CBL) materials were used because many research studies that looked into the effectiveness of CBL on adult learning about information technology have proven to be successful. Based on this observation, the possibility of improving Malaysian adult teachers' knowledge of and attitude to IT in education by giving them access to a flexible and user-friendly interactive multimedia courseware package, Computer-based Educational Resource and Development in Information Technology (CERDIk IT), is examined. (Author/MES)

ED 444 501 · IR 020 157

Hunt, Leslie; Karl, Rita
Design and Development of an Interactive Web-Based Curriculum in Support of the Space Science Education Initiative: Mars Millennium.
PUB DATE- 00
NOTE- 7p.; In: Society for Information Technology & Teacher Education International Conference: Proceedings of SITE 2000 (11th, San Diego, California February 8-12, 2000). Volumes 1-3; see IR 020 112.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Curriculum Development; Distance Education; Educational Technology; Graduate Study; Higher Education; *Instructional Design; Instructional Development; Intermediate Grades; Learning Modules; *Material Development; Science Instruction; Secondary Education; *Space Sciences; *World Wide Web
IDENTIFIERS- National Aeronautics and Space Administration; *Web Sites

This paper provides an account of the instructional design and development process used by a team of students enrolled in a graduate level course in distance education as the team members conceptualized and created two prototype World Wide Web-based instructional modules, aimed at grades 5 through 12, for the Lunar and Planetary Institute's Mars Millennium Web site and CD-ROM project to support the National Aeronautic and Space Administration's Jet Propulsion Laboratory. The paper is intended to serve as an instructional design blueprint for

*Educational Technology; Elementary Secondary Education; Higher Education; Instructional Development; *Material Development; Optical Data Disks; Role Models; Teacher Education; Teaching Methods
IDENTIFIERS- *Technology Integration; *Technology Utilization

The purpose of the VisionQuest project is to help current and future educators envision and achieve technology integration by providing access to electronic models of technology-using teachers. By helping teachers envision and achieve exemplary technology use, the project aims to promote widespread, fundamental changes in teaching and learning methods that foster the development of both exemplary teachers and learners. This paper describes both the development (videotaping, digitizing, storyboarding, and authoring) and organization of the VisionQuest CD-ROM. Lessons learned and potential future uses are also examined. (Author/MES)

ED 444 522 IR 020 178

Berteaux, Susan S.; Strong, Sandra S.
Database Advisor: A New Tool for K-12 Research Projects.
PUB DATE- 00
NOTE- 7p.; In: Society for Information Technology & Teacher Education International Conference: Proceedings of SITE 2000 (11th, San Diego, California, February 8-12, 2000). Volumes 1-3; see IR 020 112.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Libraries; *Access to Information; *Bibliographic Databases; Computer Software; Elementary Secondary Education; *Full Text Databases; Higher Education; *Information Retrieval; School Libraries; World Wide Web
IDENTIFIERS- University of California San Diego

The Database Advisor (DBA) is a tool designed to guide users to the most appropriate World Wide Web-based databases for their research. Developed in 1997 by the Science Libraries at the University of California, San Diego (UCSD), DBA is a Web-based front-end to bibliographic and full-text databases to which UCSD has remote access. DBA allows the user to specify terms, then automatically performs a keyword search of all profiled databases. When teachers, students, or library staff begin a research project, it is not always obvious which database would be the best resource to locate information on a topic. As K-12 schools rely more and more on databases via the Internet, a search tool such as DBA will be essential. This paper provides a description of how DBA works, the equipment and resources necessary to implement it, where to get the source code, and why K-12 schools should consider the product. (MES)

ED 444 523 IR 020 179

Clark, Kenneth; Hosticka, Alice; Bedell, Jacqueline
Digital Cameras in the K-12 Classroom.
PUB DATE- 00
NOTE- 7p.; In: Society for Information Technology & Teacher Education International Conference: Proceedings of SITE 2000 (11th, San Diego, California, February 8-12, 2000). Volumes 1-3; see IR 020 112.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

Studies
IDENTIFIERS- *Expertise; *Technology Integration; Technology Utilization

This paper reports on a study that investigated the relationships between technology-use and teaching ability in the practice of elementary teachers. Case study data from exemplary technology integrators, representing various levels of teaching and technology-use ability, led to the formulation of five assertions about ways these teachers taught with technology: (1) the ways technology was used determined the teachers' personal definitions of technology integration; (2) teachers at the lower levels of either technology use or teaching ability altered their planning habits when planning for technology inclusion; (3) teachers taught with and about technology according to their own personal learning strategies; (4) teachers' individual definitions of technology integration directed their management of student computer use; and (5) teachers at the lower levels of either technology-use or teaching ability altered their perspective on assessment when assessing student use of technology. Differences observed among technology-use practices were associated with individual levels of teaching expertise. The paper concludes by proposing a theoretical definition of technology integration, along with specific recommendations for the professional development of both preservice and inservice teachers. (Contains 21 references.) (MES)

ED 444 543 IR 020 199

Drost, Carolyn J.; Abbott, Judy
Programs That Prepare Teachers To Integrate Technology into Instruction in Meaningful Ways: How Successful Are They?
PUB DATE- 00
NOTE- 6p.; In: Society for Information Technology & Teacher Education International Conference: Proceedings of SITE 2000 (11th, San Diego, California, February 8-12, 2000). Volumes 1-3; see IR 020 112.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Uses in Education; *Educational Technology; Higher Education; Predictor Variables; Preservice Teacher Education; School Surveys; Teacher Attitudes; Teacher Characteristics; Teacher Surveys
IDENTIFIERS- Pennsylvania; *Technology Integration; *Technology Utilization; West Virginia

This paper reports on the findings of a two-part study undertaken to determine how teacher education programs prepare preservice teachers to use technology in their instruction and to determine the influence of the decade of initial teaching degree on a teacher's willingness to use technology. The teacher education faculty from four institutions in Pennsylvania and West Virginia with teacher education programs were surveyed to determine the method of technology introduction currently being used. In the second part of the study, teachers from a small Pennsylvania school district were surveyed to determine the decade of initial teaching degree and the technology that these teachers were using in the classroom. According to the results, the decade of initial teaching degree is not a sound indicator of a teacher's willingness to use technology. (Contains 13 references.) (Author/MES)

ED 444 544 IR 020 200

*Educational Technology; Elementary Secondary Education; Faculty Development; Faculty Mobility; Institutional Characteristics; Teacher Surveys
IDENTIFIERS- Educational Leadership; *Technology Integration; Technology Utilization

This paper is a report of three case studies considering the instructional uses of technology in public school classrooms. A level of technological proficiency was determined for each school that participated in the research through the use of a series of surveys, teacher interviews, and observation. Once a level of proficiency was determined for each case, specific strategies used at each school to promote technology integration were evaluated. Data collected and analyzed for each case indicated that strategies for strong technology integration must address three specific areas: the school's vision of integration; the leadership at each school; and the training method used for staff development. Results indicate that public schools that addressed all three areas adequately were able to achieve a higher level of technology integration, with improved acceptance and attitudes towards technology in everyday use by both teachers and students. (Author/MES)

ED 444 564 IR 020 220

Hall, Grey; Mantz, Chris
Middle School Technology Integration Study.
PUB DATE- 00
NOTE- 7p.; In: Society for Information Technology & Teacher Education International Conference: Proceedings of SITE 2000 (11th, San Diego, California, February 8-12, 2000). Volumes 1-3; see IR 020 112.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Uses in Education; Curriculum Development; *Educational Technology; Inservice Teacher Education; *Instructional Leadership; Middle Schools; Models; School Surveys; Tables (Data); Training
IDENTIFIERS- Administrator Surveys; *Curriculum Alignment; North Carolina; *Technology Integration; Technology Plans

This paper is a report on the development and findings of an on-going study being conducted on 126 middle schools in rural eastern North Carolina. An analysis of the technological readiness of each school is being followed with a program to offer school leaders a technology design and teacher training that will work in their schools. This includes identifying the proper equipment, software, and resources needed, as well as developing a costing and training model for school leaders and teachers to make new technology integral to the learning process through curriculum alignment. Findings indicate wide disparity in readiness and a great deal of planning with little deployment of technology and meaningful training for teachers. (MES)

ED 444 565 IR 020 221

Sherry, Lorraine; Billig, Shelley; Tavalin, Fern; Gibson, David
New Insights on Technology Adoption in Communities of Learners.
PUB DATE- 00
NOTE- 7p.; In: Society for Information Technology & Teacher Education International Conference: Proceedings of SITE 2000 (11th, San Diego, California, February 8-12, 2000). Volumes 1-3; see IR 020 112. Some figures may not reproduce clearly.

intelligences or talents). (Author/MES)

ED 444 585 IR 020 241

Ahern, Terence C.; Jamison, Mark; Olivarez, Arturo
Designing the Next Generation of Tools Using an Open Systems Approach: A Usability Study.
PUB DATE- 00
NOTE- 7p.; In: Society for Information Technology & Teacher Education International Conference: Proceedings of SITE 2000 (11th, San Diego, California, February 8-12, 2000). Volumes 1-3; see IR 020 112. Figures contain illegible type.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Testing; Educational Technology; Higher Education; *Instructional Design; Instructional Effectiveness; Preservice Teacher Education; Student Attitudes; Student Surveys; Systems Approach; *Test Construction; Test Format; *World Wide Web
IDENTIFIERS- HTML; *Open Systems Theory; Technology Integration; *Usability; XML

This paper reports on the results of a usability study that investigated the suitability of using an open systems approach for developing an online assessment application. Issues examined included ease of use, security, effectiveness, and ease of maintenance. Participants were 68 preservice teachers taking a technology integration course. Students were administered a Web-based demographics survey, followed by an exam of 25 multiple choice questions. Results indicate that an open systems approach was a feasible way to design instructional tools. Data encapsulation using XML (Extensible Markup Language) was easily created, maintained, and modified, allowing for a seamless interaction on the part of the faculty. The students reported in exit interviews that taking the exam was easy, and they liked the convenience of immediate scores. (Contains 11 references.) (MES)

ED 444 586 IR 020 242

Goss, Marlene; Kinslow, John A.
Seven Year Update of the End-User of Internet.
PUB DATE- 00
NOTE- 6p.; In: Society for Information Technology & Teacher Education International Conference: Proceedings of SITE 2000 (11th, San Diego, California, February 8-12, 2000). Volumes 1-3; see IR 020 112.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Uses in Education; Educational Technology; Elementary Secondary Education; Followup Studies; *Internet; Teacher Surveys; *Training; Use Studies; Users (Information)
IDENTIFIERS- *Technology Integration; Technology Plans; *Technology Utilization; United States (Mid Atlantic States)

This paper addresses the successes and limitations of "turn-key" technology training in nine K-12 educational sites in the Mid-Atlantic region. It is a follow-up study, seven years after the original year-long 1993 investigation (Goss, 1995) of Internet use in K-12 schools and regional support centers. In the 1993 study of turn-key users of the Internet, six key factors emerged that determined the success of their scale-up efforts:

Elementary Secondary Education; Learning Resources Centers; *Librarian Teacher Cooperation; Librarians; Library Role; Library Services; *Media Specialists; Partnerships in Education; Teachers
IDENTIFIERS- ERIC Digests

Although library literature reflects more than two decades of interest in collaborative planning between library media specialists and teachers, and although library media specialists are well-trained to perform in this capacity, there are still fewer examples of instructional partnerships than may be expected. However, commitment to the goal remains strong. This ERIC digest focuses on the research literature addressing these collaborative relationships, noting the results of a study by the Library Service Center of the Colorado State Library which offer the most recent support for library media specialists and teachers working collaboratively, as well as a significant number of prior studies that indicate a positive relationship between the library media program and academic achievement. Following a definition of collaboration, the roles of each partner and the benefits, conditions favorable to collaborative partnerships are outlined in terms of administrative and interpersonal factors. (Contains 25 references.) (AEF)

ED 444 606 JC 000 453

Office of Special Services Annual Report, FY 1999.
PUB DATE- 99
NOTE- 9p.; Some tables may not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Role; *Community Colleges; *Disabilities; *Outcomes of Education; School Holding Power; Special Education; *Special Needs Students; *Student Personnel Services; Two Year Colleges
IDENTIFIERS- *Front Range Community College CO

This report lists support services provided by the Westminster Campus Special Services Department to the Westminster, Brighton, Longmont, and North Boulder Campuses. The Special Services Department provides disability services, including interpreting for the deaf, tutoring, gender equity support, and special populations transition support. Retention is the main goal and outcome of a strong Special Services Department. The report also shows how these services support the four strategic initiatives established as the framework for planning and resource allocation at the Westminster Campus: (1) quality of student experience; (2) excellence of human resources; (3) college flexibility and responsiveness; and (4) cutting-edge technology. Special Services helped 98, or 41% of the 240 (unofficial numbers) students who were awarded degrees in Fiscal Year (FY) 99 and 45, or 10%, of the 456 students who received certificates in FY 99. The report includes a chart of statistics about students who received support in FY 99. Of the 932 students who received Special Services support, 275 had a general studies major, 114 had a nursing major, and 162 had an arts major. Thirty-five percent were male. The overall success rate for students receiving Special Services support was about 70%, with success being interpreted as a grade of A, B, C, or No grade. (JA)

ED 444 607 JC 000 456

SPONS. AGENCY- British Columbia Univ., Vancouver. Centre for Policy Studies in Education.
PUB DATE- 97
NOTE- 92p.; For Phase II and III, see JC 000 613 and JC 000593, respectively.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Transfer Students; *Community Colleges; Foreign Countries; Higher Education; *Student Attitudes; *Student College Relationship; Student Educational Objectives; Universities
IDENTIFIERS- *British Columbia; Douglas College BC; Simon Fraser University (Canada)

For this study, 47 students who had transferred from a community college were interviewed in an attempt to: determine the nature of their transfer; portray experiences surrounding the transfer process; document difficulties and successes encountered before, during, and after transfer; highlight advantages and disadvantages of transfer; and offer recommendations for improving the transfer process. Most interviewees reported that they commenced their studies at a community college with the intention to transfer to a university. Respondents gave a number of reasons for commencing their postsecondary studies at a community college first and then transferring to university, rather than entering university directly. Students were usually very attentive to the question of transferability. For the majority of students interviewed, the mechanics of the transfer process did not present an overwhelming source of distress. Of all the issues associated with transfer, the decline in grade point average after transfer was the most significant and the one that consistently caused students the most anxiety. The key disadvantages involved adapting to two different institutions and the extra demands placed on transfer students that were not expected of students who commenced their studies at the university. The report concludes with a list of recommendations for improving the transfer process. The report also includes interview questions used in the study, tables of sample bias, and the interview coding scheme in the appendices. (Contains 18 references.) (VWC)

ED 444 628   JC 000 579

Heilmeier, Sonja; Heath, Nick
Transfer Credit Evaluation of Students Entering Simon Fraser University from B.C. Colleges during the Calendar Year 1998.
SPONS. AGENCY- British Columbia Council on Admissions and Transfer, Vancouver.
PUB DATE- 00
NOTE- 33p.; Also prepared by Black Raven Contracting.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Academic Persistence; Access to Education; *Articulation (Education); *College Credits; *College Transfer Students; *Educational Mobility; Foreign Countries; Higher Education; *Transfer Programs; Universities
IDENTIFIERS- *British Columbia; *Simon Fraser University (Canada)

The report shows how Simon Fraser University (SFU), Canada, evaluated transfer credit for those students who transferred from colleges or university colleges in British Columbia in 1998. Transcript analysis of approximately 400 students prepared and circulated draft curricular revisions as well as a discussion paper on the potential use of the associate degree as a transfer credential. The Council invited articulation committees to submit grant proposals for Transfer Innovation Projects. Other major events include the production of "Principles and Guidelines for Flexible or Innovative Transfer" as a supplement to the "official" transfer policy document and the Student Transfer Handbook, and the establishment of the Task Force on Standards and Processes and the Transfer & Articulation Committee. BCCAT also produced three newsletters and responded to inquiries with respect to potential transfer difficulties. The Council staff provided assistance regarding transfer policy to many individual institutions including several private schools. The Executive Director also met with officials of the Ministry of Education to discuss their plans for the creation of several new Career Technical Centers in British Columbia. (JA)

ED 444 647   JC 000 600

Finlay, Finola
Block Transfer: Issues and Options. A Discussion Paper.
PUB DATE- 97
NOTE- 13p.; For the Block Transfer Project Consultation and Response, see JC 000 601.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Articulation (Education); Associate Degrees; *College Credits; *College Transfer Students; Educational Mobility; Foreign Countries; Higher Education; *Transfer Policy; *Transfer Programs
IDENTIFIERS- *British Columbia

The purpose of this discussion paper is to explore the concept of block transfer as an alternative to, or a supplement to, traditional course by course transfer in British Columbia (BC). Transfer in BC is essentially a bilateral process in which sending and receiving institutions negotiate credit for a course or program. One of the assumptions that underlies Charting a New Course, the strategic plan issued in 1996 by the BC Ministry of Education, Skills, and Training, is that every academic course a student takes at a sending institution should transfer automatically to a receiving institution because it has been ratified by the sending institution. By virtue of the institution's membership in the public system, the ratification should extend to each and all facets of that system. Although block transfer is well established in the professional areas, there are few examples of its application to academic programs. There are a number of different block transfer models: system-wide transfer; general education core curriculum; standardized pre-major program; flexible pre-major program; learning outcomes; and descriptive pathways. Any successful revision, if needed, will require the full agreement of all partners in the system. (JA)

ED 444 648   JC 000 601

Finlay, Finola, Comp.
The Block Transfer Project: Consultation and Response.
PUB DATE- 97
NOTE- 30p.; For the Block Transfer Discussion Paper, see JC 000600.

ED 444 667 JC 000 622

Student Transfer Guide and General Education Articulation Matrix, 1999-2000.
PUB DATE- 99
NOTE- 87p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Articulation (Education); *Community Colleges; *General Education; *Higher Education; *State Curriculum Guides; State Schools; *Transfer Policy; Two Year Colleges
IDENTIFIERS- *Louisiana

The Louisiana State Board of Regents' 1999-2000 Student Transfer Guide and General Education Articulation Matrix represents Louisiana public higher education's ongoing effort to improve the transfer process. The courses in this guide's matrix are typically referred to as "general education" or "core curriculum" courses. Students should note that this matrix is limited to those general education courses for which full credit would likely be granted by most other Louisiana colleges and universities. The student is urged to contact the institution to which he/she is transferring to determine if courses will count toward degree requirements in a specific major. This guide contains an introduction, a description of the current Board of Regents' general education requirements, listings of Louisiana's public higher education institutions, which includes Louisiana's public two-year and four-year colleges and universities, and the general education articulation matrix. The required general education coursework for baccalaureate degree program includes a total of 39 hours in English, mathematics, computer literacy, natural sciences, arts, humanities, and social sciences. Information is included on transfer contacts, financial aid office contacts, housing contacts (if available), 1999-2000 annual tuition rates, general guidelines for transfer students, and determination of degree credit and course equivalencies for transfer courses. (VWC)

ED 444 668 JC 000 623

Willett, Terrence
Transfers of Cabrillo College Students Who Attended the Watsonville Center.
PUB DATE- 00
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Academic Aspiration; Academic Persistence; *College Transfer Students; Community Colleges; Higher Education; *Outcomes of Education; Student Educational Objectives; *Transfer Rates (College)
IDENTIFIERS- *Cabrillo College CA

This report presents information about students who transferred from Cabrillo College (California) to one of three local universities. It is intended to aid in planning the expansion of the Watsonville Transfer Center at Cabrillo College.

Economico e Sociale), is carried out in five Italian regions: Basilicata, Calabria, Emilia Romagna, Lazio, and Sardegna. This document consists of the following reports on the project: (1) "Resources Families Project," describing the social and political context for the project, local implementation, project impact, and perspectives; (2) "Proposal for the Second Phase," including goals and strategies and a working plan; (3) a report describing the 1995-98 implementation in Sardegna; (4) a report describing the 1994-98 implementation in Calabria; and (5) a report describing the annual plan for the Basilicata region. Three kinds of action took place: (1) co-planning activities and services, involving cooperation among health, education, and welfare agencies and the participating families; (2) community service management; and (3) support for families with difficulties in order to enhance their integration in the community. Report 1 notes that the project had positive results for families' perceptions of themselves as a strong component of a new form of social citizenship and had a positive effect on agencies' professional staff. This report suggests possible processes for service design and implementation. (KB)

ED 444 688   PS 028 678

R.E.A.D.Y.: Read, Educate and Develop Youth. Reading Plan for Michigan: Parent Information for Infants, Toddlers, and Preschoolers. Learning Begins at Birth. Kit with Videotape and Audiotape .
SPONS. AGENCY- Michigan State Dept. of Education, Lansing.; Allstate Insurance Co., Northbrook, IL.
PUB DATE- 98
NOTE- 109p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Non-print Media (100)
DESCRIPTORS- Brain; Child Health; Cognitive Development; Day Care; *Early Experience; Infant Care; *Infants; *Parent Child Relationship; Parent Materials; Parent Role; *Parents as Teachers; *Preschool Children; Preschool Education; *Toddlers
IDENTIFIERS- *Brain Development; Michigan; Security of Attachment

Noting the important role that parents can play in preparing their child to learn to read, the Read, Educate and Develop Youth (READY) Reading Plan for Michigan provides kits to parents of infants, toddlers, and preschoolers. The kits contain suggestions for age-appropriate activities parents can do with their children to help them learn. In addition, the kit includes a book for their child, a child development chart, a folder with a list of enjoyable books for children, an "I Am Your Child" booklet and videotape, a READY parent membership card, and a children's music cassette. The "I Am Your Child" booklet provides information on child development and brain growth, and presents 10 guidelines for promoting young children's healthy development and school readiness: (1) be warm, loving, and responsive; (2) respond to the child's cues and clues; (3) talk, read, and sing to the young child; (4) establish routines and rituals; (5) encourage safe exploration and play; (6) make TV watching selective; (7) use discipline as an opportunity to teach; (8) recognize that each child is unique; (9) choose quality child care and stay involved; and (10) take care of yourself. The "I Am Your Child" videotape explores parents' role in stimulating early childhood and severity of negative behavior incidents. (Twelve appendices include data collection instruments and sample instructional materials. Contains 63 references.) (KB)

ED 444 707 PS 028 780

Heintz-Knowles, Katharine E.; Chen, Perry; Miller, Patti; Haufler, Adrienne
Fall Colors II: Exploring the Quality of Diverse Portrayals on Prime Time Television.
PUB DATE- 00
NOTE- 31p.; For another Fall Colors document, see PS 028 535.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Content Analysis; *Cultural Pluralism; *Diversity (Institutional); Ethnicity; Mass Media Effects; *Programming (Broadcast); Racial Distribution; Television Research
IDENTIFIERS- Diversity (Groups)

Children understand that media grant recognition and respect to racial groups that are positively portrayed. Approximately half of the programs in the 1999-2000 broadcast prime time entertainment programming exhibited some diversity in their opening credits casts. This study examined the nature of the portrayals of diversity. The study examined 10 "mixed" programs (character set included a mix of racial and ethnic characters) and 10 "only one" programs (all characters but one in program character set belong to the same racial group). Two additional programs with predominantly African American casts were selected for comparison. The first three episodes were recorded for each program and coded. Among the major findings are the following: (1) African American characters overall were more likely to be integral to primary storylines in situation comedies than in dramas; (2) Asian Pacific American characters were seen the least frequently; (3) the few Latino characters were more often integral to secondary dramatic storylines than to primary ones; (4) characters of different races frequently interacted professionally, sometimes socially, rarely romantically; (5) many shows adopted a colorblind approach to interracial interactions, with the exception to colorblind portrayals being racial humor and stereotyping by characters of one race toward characters of another; (6) much of the racial humor and stereotyping targeted Asian Pacific Americans and Latinos; (7) characters of color tended to be shown at work/school or home, whereas white characters were shown in both environments; (8) nonwhite characters, particularly African Americans, were likely to be portrayed as successful, good, and competent, whereas white characters were more likely than nonwhite to be shown as unsuccessful, bad, or incompetent; and (9) programs featured many African American characters that could be positive role models for viewers. (KB)

ED 444 708 PS 028 781

Levy, David L., Ed.
Speak Out for Children, 1999-2000.
PUB DATE- 00
NOTE- 86p.; For 1998 newsletters, see ED 433 149.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Child Custody; Childhood Interests; *Children;

literacy for young children and revised first grade report cards to reflect change in reading and writing. The program supervisor met with the Michigan Department of Education Interagency Advisory Council and the Health Education Advisory Board. All staff attended at least 75 percent of the inservice sessions offered. It was concluded that the MSRP in its eighth year of operation was very successful, having maintained 25 of 26 objectives. It was recommended that building results be analyzed to formulate a plan to reduce differences in program impact across buildings. (Eight appendices include a description of the program, data collection instruments, and data by school building.) (KB)

ED 444 727 PS 028 812

Michigan School Readiness Program Product Evaluation Report, 1997-98.
PUB DATE- 98
NOTE- 64p.; For other "Michigan School Readiness Program Product Evaluation Reports," see PS 028 811-814, ED 405 088, and ED 405 074. Appendix may not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Cognitive Development; Cognitive Measurement; Cognitive Objectives; Early Intervention; *Educational Assessment; Evaluation Criteria; *High Risk Students; Inner City; Outcomes of Education; Parent Participation; Parent Role; Parent School Relationship; Parent Teacher Cooperation; Partnerships in Education; Performance; Preschool Education; Program Effectiveness; Program Evaluation; Psychomotor Objectives; *School Readiness; *State Programs; *Young Children
IDENTIFIERS- Prekindergarten Saginaw Objective Reference Test; Saginaw City School System MI

The Michigan School Readiness Program (MSRP) is a state-funded prekindergarten program in Saginaw for 4-year-olds from the inner city with the goal of providing an environment that develops school readiness skills. The seven program components are: cognitive, psychomotor, affective, parent participation/education, curriculum, staff development, and community collaboration/participation. An annual evaluation was conducted for the 1997-98 school year. A total of 300 students attended the program at 1 of 10 sites. The Prekindergarten Saginaw Objective Reference Test assessed student achievement on a posttest-only basis. The Affective Rating Scale was used on a pre-post basis. Findings indicate that MSRP students attained all the cognitive, psychomotor, and affective objectives. All objectives related to parent participation through classroom participation, parent meetings, and completion of home activities with the children were met successfully. The Early Childhood Education Curriculum Committee met four times and discussed benchmarks in language arts, social studies, science, and mathematics. The program supervisor participated on county level committees. All staff attended at least 75 percent of the inservice sessions offered. It was concluded that the MSRP program in its ninth year of operation was very successful, having achieved all 26 objectives. It was recommended that building results be examined and that inservice education be expanded in the area of language enhancement. (Eight appendices include a description of the program, data collection instruments, and data by school building.) (KB)

ED 444 728 PS 028 813

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Child Caregivers; Compliance (Legal); Early Childhood Education; *Family Day Care; *Legal Responsibility; Parent Caregiver Relationship; *Recordkeeping; Risk Management; Tax Deductions; *Taxes
IDENTIFIERS- Risk Reduction

Addressed to individuals providing unregulated child care in their homes, this booklet presents basic recordkeeping and tax rules. The booklet discusses the following topics: (1) child care regulations, focusing on the benefits of being regulated; (2) the business of child care, listing possible tax deductions; (3) the tax consequences of caring for children, presenting a worksheet detailing the tax liability of caring for children in one's home; (4) record keeping and tax tips, presenting seven rules for organizing records; (5) "unregulated, or illegal?" which notes that illegal providers are still required to report income on federal and state tax forms but cannot claim as many business deductions as caregivers who are licensed; (6) government benefit programs; (7) tax credits and child care subsidies; (8) agreements and insurance, including a sample child care agreement; (9) reducing the risks of caring for children; and (10) suggestions for additional help. (KB)

ED 444 746 PS 028 842

So, Dominicous
Mixing Child Services with Spirituality: How Do the Two Interface To Help Children and Families Cope?
PUB DATE- 00
NOTE- 11p.; Poster session presented at the Head Start National Research Conference (5th, Washington, DC, June 28-July 1, 2000).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Family Programs; Family (Sociological Unit); *Religious Factors; *Social Services; *Social Workers; *Spirituality; Therapeutic Environment; Therapists; *Therapy; *Young Children
IDENTIFIERS- Spiritual Development

Social service programs for children and families have often distanced themselves from issues of religion and spirituality. However, in recent years, children's services and family therapy have gradually moved toward stronger emphases on ecosystemic influences, including those from organized religions. The overlapping and interacting roles of spirituality/religion and family therapy include a desire to foster a sense of perspective, give meaning to life, provide rituals, provide social support, structure society and set norms, give members an identity and heritage, facilitate positive change in individuals, protect members' welfare, and educate members. Religious parents and their children come into service agencies with a system of values, attitudes, beliefs, and behaviors prescribed by their religious orientation. One's religious/spiritual orientation may foster healthy or pathological behavioral patterns in children and families. Child services can help revitalize the family's spiritual energy and motivation, and search for and affirm the meanings

PUB DATE- 00
NOTE- 201p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Child Caregivers; Class Activities; Early Childhood Education; *Family Day Care; Learning Activities; Nutrition; Recipes (Food); *Recordkeeping; Tax Deductions; *Taxes
IDENTIFIERS- Menu Planning

Noting that accurate recordkeeping for tax purposes is extremely important for family child care providers, this calendar provides a format for recording typical family child care expenses and other information. Included are the following: (1) monthly expense charts with categories matching Schedule C; (2) attendance and payment log; (3) payment and income record; (4) child and adult care food program; (5) depreciation worksheet; (6) house expenses worksheet; (7) income tax worksheet; (8) waiting list; (9) emergency drill record; (10) emergency phone numbers; (11) mileage record; and (12) hours open. On each monthly calendar are recorded holidays and due dates for taxes. Also included for each month are suggested activities to fit the theme of the month, recipes and menu suggestions, business suggestions, nutrition notes, and suggested resources. (KB)

ED 444 765 PS 028 869

Yelland, Nicola J., Ed.
Promoting Meaningful Learning: Innovations in Educating Early Childhood Professionals.
PUB DATE- 00
NOTE- 122p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Active Learning; Art Education; Computer Uses in Education; Early Childhood Education; *Educational Innovation; *Educational Practices; Educational Technology; Emergent Literacy; Numeracy; Parent School Relationship; Parent Teacher Cooperation; Practicums; *Preschool Teachers; *Professional Development; Program Descriptions; School Community Relationship; Science Education; Special Needs Students; Story Telling; *Teacher Education; *Teacher Education Programs; Teacher Educators; Teaching Methods; Transfer of Training
IDENTIFIERS- Scaffolding; Vygotsky (Lev S)

Grounded in active learning, inquiry, and problem solving embedded in a social and cultural context, this book presents a collection of ideas illustrating innovative practices for educating early childhood professionals in university and other contexts. The book is presented in three parts. Part 1, "Listening to Student Voices," is concerned with giving education students a voice and providing scaffolding for their learning. Part 2, "Developing Meaningful Learning Opportunities," focuses on ways in which educators can develop meaningful learning opportunities for young children in numerous contexts. Part 3, "Creating Communities for Learning," explores ways to develop and enhance the continuing education of early childhood professionals. Following an introduction (Nicola J. Yelland and Susan Grieshaber), the chapters are: (1) "Forum Groups: Creating Opportunities for Empowerment and Collaboration" (Cynthia a Beckett); (2) "Scaffolding Preservice Teachers' Learning" (Anastasia Samaras); (3) "Rethinking

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *American Indian Education; *American Indians; Cultural Differences; Culturally Relevant Education; Educational Needs; Elementary Secondary Education; Faculty Mobility; Higher Education; *Minority Group Teachers; *Preservice Teacher Education; *Superintendents; Teacher Education Programs; *Teacher Shortage; Tribally Controlled Education

Some researchers have asserted that the poor outcomes from American Indian schools result from the lack of cultural fit between teachers and students. Data gathered from 258 American Indian faculty at U.S. colleges and tribal departments of education indicate that 65 institutions of higher education produced 1,347 new American Indian teachers during 1995-97, for an average of 449 per year, or about 2.3 percent of the demand. Seventy-five percent of these institutions were public colleges, one-sixth were private, five were tribal colleges, one was Bureau of Indian Affairs, and one was a tribe. In the 1,512 American Indian school districts, there were only 42 American Indian superintendents. To meet the unique cultural needs of American Indian students, it has been suggested that both American Indian control over school boards and Indian control of school administration are necessary. Recommendations to achieve this goal include increasing the number of American Indians earning teaching credentials to 2,000 or more per year for 15 years; developing a corps of American Indian superintendents; developing a superintendent's institute; developing a school board institute; and developing exemplary programs in American Indian schools. Two tables present production of Native American teachers by institution and total American Indian superintendents by state. (Contains 16 references.) (TD)

ED 444 783 RC 022 568

Jenkins, Stacey; Chavers, Dean, Ed.
The National Indian Grant Directory, 2000.
PUB DATE- 00
NOTE- 559p.
LANGUAGE- English
EDRS Price- MF02/PC23 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Alaska Natives; *American Indian Education; American Indians; Corporate Support; *Corporations; Educational Finance; Elementary Secondary Education; Federal Aid; *Federal Programs; *Grants; *Grantsmanship; Higher Education; Human Services; *Philanthropic Foundations; Private Financial Support; Religious Organizations; Scholarships; Tribes
IDENTIFIERS- Native Americans

This directory provides information on foundations, corporations, religious organizations, and federal agencies that award grants to Native American tribes, schools, colleges, community services, and nonprofit organizations. Chapter 1 describes how to find funding sources, develop and write a proposal, apply for a grant, and follow through. Chapters 2-4 describe the grant-making activities of over 270 foundations, over 140 corporations, and 34 religious sources. Entries include contact information; availability of application form, proposal guidelines, and annual report; due dates and normal response markets present significant obstacles to their deployment in rural areas. Broadband applications such as e-commerce, distance education, and telemedicine require a communications infrastructure that can move large amounts of data quickly. Currently, many rural regions lack such an infrastructure because broadband is limited by technological constraints prevalent in rural regions. Since providers are not required to offer broadband services to all regions, smaller communities are not top priorities. Satellite technology is the best hope for rural areas but will probably not be available until 2002-03. In addition, an exemption in the Telecommunications Act of 1996 for small rural telephone providers serves as an obstruction to those who would offer broadband in rural areas. Legislative and regulatory developments may help. The FCC is considering applying the definition of universal service to broadband services. If that happens, public funds would be available to offset the costs of bringing broadband to rural America. Bills addressing high-speed data and rural regions have been introduced in the U.S. Senate and House of Representatives. (TD)

ED 444 801 RC 022 592

Arias, Armando A., Jr.
Agile Learning, New Media, and Technological Infusement at a New University: Serving Underrepresented Students. JSRI Occasional Paper.
PUB DATE- 00
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Bilingual Education; *Computer Mediated Communication; *Distance Education; *Educational Change; Educational Technology; Higher Education; *Hispanic American Students; *Instructional Innovation; Multicultural Education; Multimedia Instruction; Outcome Based Education; Partnerships in Education; World Wide Web
IDENTIFIERS- *California State University Monterey Bay; Latinos; *Technology Based Instruction

The California State University system faces an increase of 100,000 students by 2010, the majority of whom will be Latino. Fundamental restructuring is necessary to accommodate this change, and the new California State University, Monterey Bay (CSUMB) may provide a model. CSUMB has a commitment to serving underrepresented populations and establishing a multilingual, multicultural, intellectual community through the use of high-quality distance learning programs utilizing innovative pedagogies. Although CSUMB has entered into partnerships with private businesses that enable it to have the latest in educational technology, it is not the quantity of computers, but rather, new behavioral approaches to technological use that are absolutely necessary. CSUMB's approach to education emphasizes outcomes and competencies and replaces a credit-based system with the assessment of demonstrated learning. CSUMB findings concerning the high tech environment include: (1) advanced technology greatly augments regular classroom instruction and is a viable delivery system for multilingual teaching and learning and for distance education, especially in underrepresented communities; (2) computer messaging systems facilitate writing across the curriculum and greatly improve student writing and logical skills in multiple languages; (3) computer technologies support active, rather than passive, Teachers' subject matter knowledge is a particularly important issue in science education in that it influences instructional practices across subject areas and at different grade levels. This paper provides an overview of efforts to develop a unique elementary science methods course and related field experience through a partnership between Science Education and the Department of Entomology at the Pennsylvania State University. The partnership was aimed at providing prospective elementary teachers with meaningful opportunities to learn life science concepts using insects as models, engage in scientific investigations under the guidance of entomology faculty and graduate students, explore children's ideas about science, and consider implications for teaching and learning science for understanding. The program collaboration and related course experiences are described. (Contains 27 references.) (WRM)

ED 444 821 SE 063 683

Thompson, Thomas E.; King, Kenneth P.
Project TEAM: Bridging Theory and Practice in Science Teacher Preparation.
PUB DATE- 99
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Education; Higher Education; *Knowledge Base for Teaching; *Partnerships in Education; *Professional Development; Program Evaluation; Science Education; *Science Teachers; *Scientific Concepts; *Teacher Improvement

Project TEAM--Teacher Education for the Approaching Millennium--represents an educational partnership designed to improve science teacher preparation, content knowledge among both students and teachers, and the desire to better connect the theoretical constructs offered in a science methods course with the practical concerns expressed by students during an in-school clinical experience. This paper discusses the TEAM participants, program goals, implementation, and evaluation. (WRM)

ED 444 822 SE 063 741

Ramirez, Reynaldo, Jr.; Laurel, Elva G.; Rodriguez-Aguilar, Celvia
"Como que No Puedo!" Strategies for the Recruitment and Retention of Hispanic Females into Mathematics and Science Post-Secondary Programs and Careers.
PUB DATE- 99
NOTE- 22p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (Boston, MA, March 28-31, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; Engineering Education; *Females; Higher Education; *Hispanic American Students; Mathematics Education; Minority Groups; *Program Effectiveness; *School Holding Power; *Science Careers; Student Attitudes; Student Needs; Technology Education

The economic growth of the nation is dependent upon the inclusion of minority and underrepresented groups in science, engineering, mathematics, and technology-related careers. This report especially addresses those barriers encountered by

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Acid Rain; Elementary Education; Elementary School Teachers; *Environmental Education; *Greenhouse Effect; Higher Education; *Misconceptions; *Preservice Teachers; Sciences
IDENTIFIERS- *Ozone Depletion

The focus of the study was to identify and describe environmental preconceptions held by preservice elementary teachers about three issues: greenhouse effect, ozone layer depletion, and acid rain. One hundred and thirteen junior or senior level elementary education majors enrolled in science methods courses at a large Midwestern university participated in this study. A 29-question survey was created by one of the authors. The question focused on the causes, effects, and interactions of three environmental issues, greenhouse effect, ozone layer depletion, and acid rain. Students answered the questions on a Likert Scale. Students were invited to explain their answers in the space provided below each question. In addition, five students agreed to an in-depth follow up interview to further explore their knowledge level and preconceptions. An analysis of the survey data indicates that the majority of preservice elementary teachers possess an array of incorrect ideas about the causes and effects of the greenhouse effect, ozone layer depletion, and acid rain. Recommendations are made for changes in the preparation of preservice elementary teachers to address the deficiencies identified in this study. (Contains 24 references.) (Author/YDS)

ED 444 846 SE 063 930

Laba, Karen A.; Abrams, Eleanor
Influences on Teachers' Curricular Choices in Project-Based Science Classrooms.
PUB DATE- 99
NOTE- 13p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (Boston, MA, March 28-31, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attitudes; *Curriculum Development; Decision Making; Elementary Secondary Education; *Learning Experience; Pedagogical Content Knowledge; Science Instruction; *Science Teachers; Teacher Role

Teachers play a major role in the creation of student learning experiences. Conventional wisdom suggests that teachers' knowledge, beliefs and values influence their instructional choices. However, attempts to describe the decision-making process have yielded inconclusive results. Analysis of the beliefs, intentions, and actions of two exemplary science teachers using a project approach to teaching revealed consistent themes that suggest instructional practices are guided by teachers' implicit conceptions. The research project used a naturalistic design to examine teachers' beliefs, and actions in context. Data were gathered about teachers' beliefs using an adaptation of the Conceptions of Teaching Science Protocol (Hewson, Kerby, and Cook, 1995). An interview about instances served as a probe of teachers' beliefs about the ideal goals of project-based science. Teachers' oral and written instructions to students provided information about their intentions to promote a particular science program, and

Recordings
IDENTIFIERS- Germany; Japan; *Third International Mathematics and Science Study; United States

This document reports on the Videotape Classroom Study of the Third International Mathematics and Science Study (TIMSS). This exploratory research project focused on eighth-grade mathematics instruction in Germany, Japan, and the United States, videotaping one complete lesson in each sampled classroom during the 1994-95 school year. The organization of lessons, teachers' goals, and mathematical content is compared between the participant countries. (YDS)

ED 444 871 SE 064 095

McDonald, Jane B., Ed.; Gilmer, Penny J., Ed.
Science in the Elementary School Classroom: Portraits of Action Research.
SPONS. AGENCY- Eisenhower Program for Mathematics and Science Education (ED), Washington, DC.
PUB DATE- 97
NOTE- 88p.; Foreword by Francena Cummings. "This material is based upon work supported by the National Science Foundation under Grant No. ESI9253170 and the Florida State University."
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- *Action Research; *Early Adolescents; Elementary Education; *Elementary School Teachers; Experiential Learning; Science Education; Teacher Role
IDENTIFIERS- SouthEastern Regional Vision for Education

Teacher knowledge and skills are critical elements in the student learning process. Action research serves as an increasingly popular technique to engage teachers in educational change in classrooms. This document focuses on action research reports of elementary school teachers. Chapters include: (1) "First Graders' Beliefs and Perceptions of 'What Is Science?' and 'Who Is a Scientist?'" (Laura G. Joanos); (2) "Implementing an Authentic Science Learning Experience" (Jennifer W. Yelverton); (3) "Changing a Teacher's Role To Evoke Meaningful Learning Behaviors" (Paul M. Veldman); (4) "Does Student Responsibility for Learning Increase When Students Ask and Answer Their Own Problem-Solving Questions?" (Toni B. Haydon); and (5) "So You Want To Do Action Research?" (Angelo Collins and Samuel A. Spiegel). Each chapter contains references. (YDS)

ED 444 872 SE 064 096

Huang, Gary; Taddese, Nebiyu; Walter, Elizabeth
Entry and Persistence of Women and Minorities in College Science and Engineering Education. Research and Development Report.
SPONS. AGENCY- Virginia Association of Independent Special Education Facilities.
PUB DATE- 00
NOTE- 121p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Engineering Education; *Ethnicity; Family Influence; *Females; Higher Education; Males; *Minority Groups; *Racial Differences; Science Education; Secondary Education; Self Esteem; *Sex Differences; Tables (Data)

This book contains statistical data on the gaps related to gender and ethnicity on the entrance and attainment of postsecondary minute hands-on workshop, provides students with the opportunity to explore the causes and nature of the conflict between workers and owners which grew out of the Industrial Revolution. The workshop complements the tour by bringing the significance of historic resources to life as students work on an assembly line. The workshop's scenario takes the "workers" through a loss of control, a cut in wages, and possible unionization and a strike; the tour focuses on the issues which led workers to resist owners. During the program, the students visit the Boott Cotton Mills Museum and conduct investigations of historical situations which caused workers to organize and protest. The program culminates with students participating in an activity where they investigate the nature of work in the future. The activity guide presents the theme, lists program objectives, provides historical background, and enumerates pre- and post-visit activities. A glossary of terms is included. (BT)

ED 444 893   SO 031 207

Change in the Making: Activity Guide.
SPONS. AGENCY- National Park Service (Dept. of Interior), Washington, DC.
PUB DATE- 99
NOTE- 18p.; For related activity guides, see SO 031 202-208.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Cultural Context; Field Trips; Heritage Education; Historic Sites; Primary Sources; Secondary Education; Social Studies; Thematic Approach; *United States History
IDENTIFIERS- Cultural Change; *Industrial Revolution; Massachusetts (Lowell)

This field trip program, three 45-minute hands-on workshops and a 30-45-minute interpretive tour, provides students with the opportunity to explore the many ways that the Industrial Revolution significantly changed modes of U.S. work, lifestyle, and land use. The workshops complement one another by exploring different aspects of these changes. Students tour the Boott Cotton Mills Museum operating weave room, the restored "mill girl" boardinghouse in the "Working People Exhibit," and play a role in the "human loom." The activity guide describes three different activities to be undertaken by visiting students. It also recommends a variety of other activities to help the teacher prepare for the class visit to the Tsongas Industrial History Center in Lowell, Massachusetts. The guide presents the theme, lists program objectives, furnishes connections to Massachusetts Curriculum Frameworks, and enumerates pre- and post-visit activities. A glossary of terms is included. (BT)

ED 444 894   SO 031 208

Yankees and Immigrants: Activity Guide.
SPONS. AGENCY- National Park Service (Dept. of Interior), Washington, DC.
PUB DATE- 98
NOTE- 17p.; For related activity guides, see SO 031 202-207.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Cultural Context; Field Trips; Heritage Education;

Elementary Secondary Education; *Government Role; Maps; Social Studies; Teaching Guides; *Thinking Skills
IDENTIFIERS- Bureau of the Census; *Census 2000

The United States Census Bureau's mission is to be the preeminent collector and provider of timely, relevant, and quality data about the nation's people and economy. The Census 2000 teaching guide aims to help teachers bring the census to life for students. The guide outlines skills that correlate with national standards; fulfills curriculum requirements; demonstrates the importance and the many benefits of the census; and shows how to navigate the U.S. Census Bureau Web site. A model census helps students learn how to evaluate population needs and services; compare census data across communities; and work with statistical models. The guide is divided into the following sections: Map Literacy (Geography/Math/History); Lesson 1 (K-4): This Is Our Island/Mapping Municipios (Reading Map Keys/Comparing Mathematical Values); Lesson 2 (5-12): Our Changing Island (Analyzing Historical Maps); Community Involvement (Civics and Government/Math/Geography/Art/Language Arts); Lesson 3 (K-4): Where You Belong/Group Needs (Recognizing Relationships); Lesson 4 (5-8): Making Plans (Real-Life Problem Solving/Analyzing Data); Lesson 5 (9-12): Future Focus (Thinking Creatively); Managing Data (Math/Civics and Government/Geography); Lesson 6 (K-5): Getting There (Using Charts and Graphs/Computing Whole Numbers); Lesson 7 (6-12): What's Behind the Form? (Collecting, Organizing, and Analyzing Data); and Additional Resources. (BT)

ED 444 913   SO 031 865

Making Sense of Census 2000--American Samoa. Teaching Guide . Grades K-12.
PUB DATE- 99
NOTE- 35p.; For teaching guides for grades K-12 in the U.S. and its territories, see SO 031 044-046 and SO 031 863-867.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Census Figures; Curriculum Enrichment; *Demography; Elementary Secondary Education; *Government Role; Maps; Social Studies; Teaching Guides; *Thinking Skills
IDENTIFIERS- Bureau of the Census; *Census 2000

The United States Census Bureau's mission is to be the preeminent collector and provider of timely, relevant, and quality data about the nation's people and economy. The Census 2000 teaching guide aims to help teachers bring the census to life for students. The guide outlines skills that correlate with national standards; fulfills curriculum requirements; demonstrates the importance and the many benefits of the census; and shows how to navigate the U.S. Census Bureau Web site. A model census helps students learn how to evaluate population needs and services; compare census data across communities; and work with statistical models. The guide is divided into the following sections: Map Literacy (Geography/Math/History); Lesson 1 (K-4): These are Our Islands/Mapping Counties (Reading Map Keys/Comparing Mathematical Values); Lesson 2 (5-12): Our Changing Islands (Analyzing Historical Maps); Community Involvement (Civics and Government/Math/Geography/Art/Language Arts); Lesson 3 (K-4): Where You Belong/Group Needs (Recognizing Relationships); Lesson 4 (5-8): Making Plans (Real-Life Problem Solving/Analyzing Data); Lesson [illegible] (9-12): Future Focus

Character Education. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Attitude Change; Citizenship Education; *Community Involvement; Culture Conflict; Curriculum Enrichment; Elementary Secondary Education; Service Learning; Social Studies; *Student Attitudes; Student Improvement; Teacher Role
IDENTIFIERS- *Character Education; ERIC Digests

Interest in character education is reemerging in light of apparent increases in disaffected students, school violence, voter apathy, declining test scores, and disinterest in community involvement. Character education integrated into the school community is a strategy to help re-engage students, deal with conflict, keep students on task in the learning environment, and reinvest the community with active participation by citizens in political and civic life. This ERIC digest explores: (1) the various definitions of and approaches to character education; (2) divergent points of view on character education in the schools; and (3) sample character education programs. (Cites five sample program Web sites.) (BB)

ED 444 933 SP 039 382

JUSTEC 2000: Japan-United States Teacher Education Consortium International Seminar on Teacher Education (Tokyo, Japan, July 12-15, 2000). Proposals for the Renewal of Teacher Education: Japanese and American Perspectives. Abstract.
PUB DATE- 00
NOTE- 56p.; Papers presented at the International Seminar on Teacher Education (Tokyo, Japan, July 12-15, 2000).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Beginning Teacher Induction; Beginning Teachers; Behavior Problems; *Constructivism (Learning); Continuing Education; Cultural Differences; Cultural Influences; Disabilities; Educational Change; Educational Improvement; Elementary Secondary Education; Experiential Learning; Faculty Development; Foreign Countries; Graduate Study; Higher Education; Instructional Leadership; Lesson Plans; Masters Degrees; Mathematics Education; Physical Disabilities; Planning; *Preservice Teacher Education; Science Education; *Student Behavior; Student Teachers; Teacher Certification; Teacher Improvement; Teachers
IDENTIFIERS- Asia Pacific Region; Educational Leadership; *Japan; Proprietary Organizations; Reform Efforts

This collection of abstracts and papers includes: "Classroom Lesson Planning Using Constructivist Principles" (Richard K. Gordon, Stephen Lee, and Joel Colbert); "Students' Perception of Experiential Learning and Assessment of Own Learning at the Physically Handicapped School" (Shigeru Shimizu; Minoru Umezawa, and Yumiko Ono); "Constructivist Teaching Practices in Japan and the United States: A Preliminary Comparative Study" (Richard K. Gordon, Laura Sicola, and Sharon Durall); "Sustained Reform in Mathematics: A Commentary on the American Perspective of 'What Works' in Japanese Education" (John Woodward and Carol Merz); "Improving Science and Mathematics

Leadership Qualities; Preservice Teacher Education; *Student Characteristics; Student Teachers; Teacher Competencies; *Teacher Education Programs; Teaching Skills; Test Reliability
IDENTIFIERS- *Group Interviews

This study examined the reliability and validity of a group-assessment interview procedure designed to evaluate the verbal, interpersonal, and leadership qualities of students applying to a teacher education program. The group assessment procedure involved a 90-minute session with eight students in which three dimensions of teacher behavior were evaluated (verbal abilities, interpersonal skills, and leadership qualities). Data were gathered on 68 student teachers who had previously participated in the group assessment process. Researchers also gathered data from cooperating teachers' and university supervisors' evaluations of the student teachers and students' grade point averages and ACT scores. The researchers examined whether: (1) the group assessment process predicted future student teaching performance; (2) the group assessment scores were reliable across raters; and (3) the group assessment interview was a better predictor of student teaching performance than academic criteria. Data analysis indicated that the group assessment overall rating predicted student teaching performance, and it did so better than academic criteria. The results also showed high interrater reliability on the group assessment measures. (Contains 31 references.) (SM)

ED 444 952 SP 039 403

Peters, William H.; Stuessy, Carol L.; Loving, Cathleen C.
Preparing Prospective Secondary Teachers To Be Classroom Problem Solvers: A Collaborative Model for Teacher Preparation.
PUB DATE- 00
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College School Cooperation; Decision Making; *Field Experience Programs; Higher Education; Inquiry; Partnerships in Education; Preservice Teacher Education; Prior Learning; *Problem Solving; Program Development; Secondary Education; Secondary School Teachers; Student Teachers; Teaching Skills

A collaborative of secondary teachers and administrators, university faculty, and administrators formulated a four-phase, field-based teacher education program that included: providing for self-directed experiences with adolescents; establishing an understanding of teaching and schools in modern society; developing skills to meet the needs of society and students; and developing and demonstrating teaching skills. An integrated problem solving model was generated for designing six modules as a platform for situated cognition. The model provided preservice teachers with contextualized, school-based learning experiences around problems associated with the six identified problematic areas for beginning teachers. It used problem solving to integrate students' prior knowledge and university-based instruction with school-based experiences. Three data sources helped evaluate a pilot course in the third phase: student formative evaluations, course instructor and mentor teacher formative evaluations, and a summative evaluation meeting. Overall, instructors were satisfied with students' demonstrations of learning in keeping with specified learning

PUB DATE- 00
NOTE- 7p.; In: Society for Information Technology & Teacher Education International Conference: Proceedings of SITE 2000 (11th, San Diego, California, February 8-12, 2000). Volumes 1-3; see IR 020 112.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communication (Thought Transfer); *Computer Assisted Instruction; Evaluation Criteria; *Evaluation Methods; *Training
IDENTIFIERS- *Contextual Analysis; *Teletraining

This paper proposes a contextual evaluation method for computer-mediated teletraining systems. The proposed methods include: (1) quantification of results of the work on a generally recognized scale, in order to evaluate performance reached by the trainees following the achievement of the training task; (2) analysis of communication types used during each activity to resolve the task; and (3) questionnaires on the perception and usage of the different items of the environment that facilitate communication during the training session, in order to evaluate the satisfaction of actors with working in the mediated environment and with the proposed role. The techniques and tools of evaluation are described, including evaluation of the performance of the trainees, evaluation of the actors' satisfaction, and evaluation of the actors' behavior and system behavior; a table presents important factors and measurable or observed criteria in the evaluation of actors and system behavior. Considerations in the analysis of data and validation of results provided by the evaluation are also discussed. (MES)

ED 444 461 IR 020 116

Marghitu, Daniela; Hubscher, Roland
CBT: The Past, Present and, Hopefully, the Future.
PUB DATE- 00
NOTE- 7p.; In: Society for Information Technology & Teacher Education International Conference: Proceedings of SITE 2000 (11th, San Diego, California, February 8-12, 2000). Volumes 1-3; see IR 020 112.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; Computer Software Evaluation; Course Evaluation; *Courseware; Educational Technology; Higher Education; *Instructional Effectiveness; *Student Attitudes; Student Surveys; Tables (Data); Teacher Surveys

This paper discusses the lessons learned from the use of early state-of-the-art Computer-Based Training (CBT) applications and hopes for the future. The paper is based on experiences with large introductory personal computer applications classes with over 700 students that used CBT such as Virtual Tutor and PinPoint. Findings are presented related to student evaluation of the CBT system, including student opinions of PinPoint, the class World Wide Web page, the textbook, and how much was accomplished in the course, as well as whether more assistance from the instructors was required and whether they would like to learn more about programming and/or using software applications. The following conclusions reported by instructors are also presented: (1) the interaction with PinPoint proved to contribute to successful learning; (2) CBT can be used of the Internet and the importance of student activity. The third section addresses the focus on practice, including a platform of knowledge and learning theories for PBL (Problem Based Learning) and CSCL (Computer Supported Collaborative Learning). Preparing teachers for open and flexible learning is covered in the fourth section, including introducing ODL (Open and Distance Learning) in teacher education; the PiOL (Pedagogy in Open Learning) online course; and a basic course on "Learning-to-Learn through ICT" (Information and Communication Technology). Resources on the Internet are summarized in the last section. (MES)

ED 444 482   IR 020 137

Hirtle, Jeannine St. Pierre; McGrew-Zoubi, Robin
New Horizons in Distance Education: Re-Mapping the Pedagogical Terrain.
PUB DATE- 00
NOTE- 7p.; In: Society for Information Technology & Teacher Education International Conference: Proceedings of SITE 2000 (11th, San Diego, California, February 8-12, 2000). Volumes 1-3; see IR 020 112.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Computer Mediated Communication; *Computer Uses in Education; *Distance Education; Educational Technology; Higher Education; *Inservice Teacher Education; Instructional Design; Licensing Examinations (Professions); Secondary Education; Secondary School Teachers; Teacher Certification; Teaching Methods; World Wide Web

This paper presents a case study of an online block of four courses leading to certification of secondary teachers who are presently teaching in middle and secondary schools on emergency certificates. The courses were taken by 16 post-baccalaureate students during fall semester 1998 and spring semester 1999. The primary goal of the project was to determine whether distance education courses can actually be aligned to pedagogical practices that serve the needs of a rapidly-evolving, technology-assisted, information-driven society. Data were gathered from students and professors, as well as from ExCET test (state licensure exam) results. This paper reports findings regarding student interactions with World Wide Web-based lessons, including learning community discussion via a threaded message board, posting primary data, posting lesson plans and textbook evaluations, book club discussions, analysis of current issues, and simulation. The outcomes of the case study supported the belief that online courses could be interactive and problem-solving in nature, making use of the student's teaching placement. Consideration of current issues in teacher preparation and access to a laboratory for real-time assignments supported the success of the students in their work environment and on their required exam for certification. (Author/MES)

ED 444 483   IR 020 138

Egbert, Joy; Chao, Chin-Chi; Ngeow, Karen
Three Community Building Strategies and Their Impacts in an On-Line Course.
PUB DATE- 00
NOTE- 7p.; In: Society for Information Technology & Teacher Education International Conference: Proceedings of SITE 2000

other curriculum designers and educators to use, should they encounter a similar need for interactive Web-based curriculum based on scientific theory and data, which incorporates a variety of emerging technologies, Internet tools, and innovative instructional strategies. (Author/MES)

ED 444 502   IR 020 158

Liu, Leping
Different Storyboarding Methods in Multimedia Courseware Design.
PUB DATE- 00
NOTE- 7p.; In: Society for Information Technology & Teacher Education International Conference: Proceedings of SITE 2000 (11th, San Diego, California February 8-12, 2000). Volumes 1-3; see IR 020 112.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Authoring Aids (Programming); Comparative Analysis; *Computer Software Development; *Courseware; Educational Technology; Evaluation Criteria; Higher Education; Instructional Design; *Multimedia Materials; Teacher Education
IDENTIFIERS- *Microsoft PowerPoint; *Story Boards

This paper presents a means of storyboarding in multimedia courseware design that uses Microsoft PowerPoint as a storyboarding tool. In six undergraduate and four graduate teacher-education technology classes, students designed multimedia courseware using HyperStudio/ToolBook with three different storyboarding methods--index cards, paper forms, and PowerPoint. The evaluation scores on four criteria--screen display, interaction possibilities, orientation, and navigation--were compared. Repeated measures were used for data analysis. Differences were found among the groups with different storyboarding methods. It was concluded that, for both undergraduate and graduate teacher education students, using PowerPoint as the storyboarding tool will produce better design in a multimedia application. Screen display, interaction, orientation, and navigation designs were significantly higher using PowerPoint than for the designs using index cards or paper forms. Contains 10 references. (MES)

ED 444 503   IR 020 159

Maxey, Dennis
Learning through Dignity: Participatory Communication Theory.
PUB DATE- 00
NOTE- 6p.; In: Society for Information Technology & Teacher Education International Conference: Proceedings of SITE 2000 (11th, San Diego, California February 8-12, 2000). Volumes 1-3; see IR 020 112.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Processes; *Communication (Thought Transfer); *Instructional Design; Learning Theories; Models; *Participation; Self Efficacy
IDENTIFIERS- Situated Learning

This paper describes an alternative approach to traditional instructional design models by suggesting that participatory communication theory (PCT) creates a process that values the learner's voice. As a student develops a critical awareness of

(141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Technology; Elementary Secondary Education; Evaluation Criteria; *Photographic Equipment; *Visual Learning
IDENTIFIERS- *Digital Photography; *Technology Integration; Technology Utilization; Web Sites

This paper discusses the use of digital cameras in K-12 education. Examples are provided of the integration of the digital camera and visual images into: reading and writing; science, social studies, and mathematics; projects; scientific experiments; desktop publishing; visual arts; data analysis; computer literacy; classroom atmosphere; and assessment. Advantages and disadvantages of using the digital camera in the instructional process are described, and considerations when purchasing digital cameras for the K-12 classroom are summarized, including viewfinders, storage, resolution, lenses, software, virtual reality, and computer applications. World Wide Web sites for more information on the digital camera are listed. (MES)

ED 444 524 IR 020 180

McBride, Ronald; Gillan, Robert
Linking Video Conferencing to the Desktop.
PUB DATE- 00
NOTE- 7p.; In: Society for Information Technology & Teacher Education International Conference: Proceedings of SITE 2000 (11th, San Diego, California, February 8-12, 2000). Volumes 1-3; see IR 020 112.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Networks; Computer Uses in Education; *Distance Education; Educational Technology; Higher Education; *Interactive Video; Teacher Education; *Teleconferencing; Video Equipment
IDENTIFIERS- Northwestern State University LA; *Video Teleconferencing

Video conferencing for use in education has included the development of expensive yet sophisticated technology capable of delivering quality instruction to multiple sites. Limitations arise from using a closed network; factors such as cost to establish and operate the network with video compression or satellite technology can potentially affect programming. Desktop video conferencing is an alternative to expensive and site-restricted technologies. This paper reviews the process that is involved in selecting desktop video conferencing as the "next generation" distance learning technology. In addition, the paper discusses the creation of a multi-site desktop video conferencing network designed to serve central Louisiana and provide an array of program possibilities including courses for credit, teacher, certification, and training to participating sites. The desktop video conferencing system at Northwestern State University (Louisiana) is highlighted. (Contains 13 references.) (Author/MES)

ED 444 525 IR 020 181

Vaillant-Sirdey, Christine
Ten Years On: Assessing Multimedia Distance-Learning.
PUB DATE- 00

Leh, Amy S. C.; Myers, Paul; Fisher, Chris
Levels of Computer Literacy of School Teachers and Students: Case Studies.
PUB DATE- 00
NOTE- 6p.; In: Society for Information Technology & Teacher Education International Conference: Proceedings of SITE 2000 (11th, San Diego, California, February 8-12, 2000). Volumes 1-3; see IR 020 112.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Computer Attitudes; *Computer Literacy; *Computer Uses in Education; Grade 5; Intermediate Grades; Internet; Student Surveys; Teacher Surveys
IDENTIFIERS- California; Technology Utilization; *Training Needs

This paper reports on two case studies conducted at three schools in California. The first case study investigated computer literacy levels of 35 teachers at one elementary school and one middle school. Both schools have fast access to the Internet, and each classroom has at least one computer hooked up to the Internet. Findings indicate that teachers do not fully use software available to them and that they need technology training, especially small group or one-on-one training. The second case study examined the levels of 20 5th grade students at an elementary school. Results indicate that students do not have sufficient computer skills, and more training needs to be provided. The case studies reveal that computer skills of both teachers and students need to be enhanced. (Author/MES)

ED 444 545 IR 020 201

Serdiukov, Peter
Terminology of Educational Technology: A Quantitative Study Based on SITE Conference Proceedings.
PUB DATE- 00
NOTE- 7p.; In: Society for Information Technology & Teacher Education International Conference: Proceedings of SITE 2000 (11th, San Diego, California, February 8-12, 2000). Volumes 1-3; see IR 020 112.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Uses in Education; Conference Proceedings; Definitions; *Educational Technology; Information Technology; Models; Telecommunications; *Vocabulary; Word Frequency

This paper reports on the findings of a quantitative study of the educational technology (ET) terminology in the materials of the SITE (Society for Information Technology & Teacher Education) 1999 Conference. Based on these findings, different technologies used in education are described, a formal definition of ET is presented, and its areas are identified. A model of ET is developed, and a list of the most frequent terms is included. (Author/MES)

ED 444 546 IR 020 202

Rimor, Rikki; Kozminsky, Ely
Learners' Reflections in Technological Learning Environments: Why To Promote and How To Evaluate.
PUB DATE- 00
NOTE- 7p.; In: Society for Information Technology & Teacher

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adoption (Ideas); Case Studies; Educational Change; *Educational Technology; Educational Theories; *Faculty Development; *Instructional Innovation; Instructional Leadership; Models; Systems Approach; World Wide Web
IDENTIFIERS- Activity Theory; Learning Communities; *Model Development; Technology Integration; *Technology Utilization

This paper presents an alternative, nonlinear view of technology adoption among teachers participating in The WEB Project, a Technology Innovation Challenge Grant. It is based on a number of new theories, including activity and systems theory, and upon previous evaluations of large scale educational technology programs by RMC Research Corporation, notably the Boulder Valley Internet Project. The paper presents the Integrated Technology Adoption and Diffusion Model, describing a learning/adoption trajectory, i.e., a cyclical process in which teachers evolve from learners (teacher-trainees), to adopters of educational technology, to co-learners/co-explorers with their students in the classroom, and, finally, to a reaffirmation/refection decision. The evolution of the model to include a fifth stage, i.e., teacher as leader, is described. (Contains 14 references.) (MES)

ED 444 566 IR 020 222

Lan, Jiang; He, Shujia; Ouyang, John Ronghua; Zhonghai, Qiu; Bao, Qiu
Technology Infusion in a Chinese Middle School: A Comparative Perspective.
PUB DATE- 00
NOTE- 8p.; In: Society for Information Technology & Teacher Education International Conference: Proceedings of SITE 2000 (11th, San Diego, California, February 8-12, 2000). Volumes 1-3; see IR 020 112.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *Educational Technology; *Faculty Development; Foreign Countries; Information Technology; Middle Schools; Models; *Training
IDENTIFIERS- China (Shanghai); Technological Infrastructure; *Technology Integration

This paper reports on an investigation of technology infusion at QiBao Middle School, one of the leading secondary schools in Shanghai (China). Major focuses of the study are models of professional development for teachers and how teachers enlist the help of their students. Results are presented related to: technology infrastructure; technology competence and training for faculty and staff; technology expectations and activities for students; the QiBao Research Association for Modern Educational Technology; the impact of technology in QiBao; and multimedia courseware contests. It is concluded that the Chinese experience may have relevance for American schools; while China started well behind American schools in access to and use of information technology, it has rapidly been able to mobilize and train teachers to infuse technology. (MES)

ED 444 567 IR 020 223

access, skill building, ongoing support, equity, time, and costs. This follow-up study revisits those early Internet adopters. Participants responded to an online survey that addressed current use, intended use this year, linkage/relevance at site, internal support, and external support. Through analysis of survey and interview data, the study sheds additional light on earlier findings, while illuminating the successes of those with broad-based administrative support and a thoughtful technology dissemination plan. Benchmarks of successful turn-key technology integration are presented. (Contains 10 references.) (MES)

ED 444 587   IR 020 243

Costa, Delanise C.
The New Production of Knowledge: A Return to Philosophical Principles.
PUB DATE- 00
NOTE- 7p.; In: Society for Information Technology & Teacher Education International Conference: Proceedings of SITE 2000 (11th, San Diego, California, February 8-12, 2000). Volumes 1-3; see IR 020 112.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Change; *Information Technology; *Philosophy; *Science and Society; *Technological Advancement
IDENTIFIERS- *Knowledge Development; *Ontology

This paper considers new technologies and their role in the production of knowledge. The main objective is to show that there is not a single angle from which to examine the issue. There must also be, as a starting point, the assumption that to deal with the new configuration of the world and the relations established by and under its mainstreams is to deal with the existence of human beings from an ontological point of view. In this sense, the paper argues for the imperative necessity of a philosophical approach in discussing the ways the contemporary world has brought knowledge to bear. (Author/MES)

ED 444 588   IR 020 244

DeVoogd, Glenn L.; Loveless, Avril M.; Yelland, Nicola
In Search of the Revolutionary Power of Critical Pedagogy: Issues of Ideology, Power, and Culture in Technology Teacher Education.
PUB DATE- 00
NOTE- 7p.; In: Society for Information Technology & Teacher Education International Conference: Proceedings of SITE 2000 (11th, San Diego, California, February 8-12, 2000). Volumes 1-3; see IR 020 112.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Uses in Education; Culture; Democracy; *Educational Technology; Foreign Countries; Higher Education; Ideology; *Teacher Education; *Teaching Methods
IDENTIFIERS- Australia; *Critical Pedagogy; Power; *Technology Utilization; United Kingdom; United States

This paper describes critical pedagogy (i.e., a perspective on teaching that seeks to increase equality, voice, individual and

Martinez, Katherine, Ed.
FACCCTS: The Journal of the Faculty Association of California Community Colleges, 1997-1998.
PUB DATE- 98
NOTE- 150p.; Published four times a year.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *College Faculty; College Role; *Community Colleges; *Distance Education; Educational Technology; *Institutional Mission; *Newsletters; *Teacher Empowerment; Two Year Colleges
IDENTIFIERS- *California Community Colleges

This document contains the four Faculty Association of California Community Colleges (FACCCTS) newsletters published during the 1997-98 academic year. The first issue, entitled "Realities, Myths, and Perceptions of the California Community Colleges," contains the following articles: "Myth Perceptions," "Budget Brings Great News for Faculty," and "Hope for the Future." The second issue, entitled "Faculty Empowerment," contains the following articles: "Primary Colors" and "Each One Teach One." The third issue, entitled "www.HigherEd.com: Find Out Why Distance Ed Is Not Inevitable in the Colleges," contains the following articles: "Distance Ed Is Not Inevitable" and "The Future is Here--What Should We Do About It?" The fourth issue, entitled "Talking Technology in Pasadena," contains the following articles: "FACCC Conference Highlights" and "Election Preview." These four newsletters also contain a variety of feature columns and articles such as "Letters to the Editor," "Fast FACCCTS," "Teaching Gen X: Ask Their Advice?," "Virtual Universities Spark Questions," "Welfare Students Find Work," "Congress Passes HOPE Tax Credits," and "Seven Myths of Ed Technology." (VWC)

ED 444 608 JC 000 457

Martinez, Katherine, Ed.
FACCCTS: The Journal of the Faculty Association of California Community Colleges, 1998-1999.
PUB DATE- 99
NOTE- 146p.; Published four times a year.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *College Faculty; *Community Colleges; Educational Finance; Educational Trends; *Governance; Legislators; Political Candidates; *Retirement Benefits; Two Year Colleges
IDENTIFIERS- *California Community Colleges

This document contains the four Faculty Association of California Community Colleges (FACCCTS) newsletters published during the 1998-99 academic year. In the September 1998 issue, faculty members talk about what shared governance means and how to improve it on individual campuses. The issue also features Gray Davis' plans for the community colleges if he is elected governor and presents endorsements to support education-friendly candidates for the November 3 election. The December 1998 issue explains how to calculate new retirement benefits in the State Teachers' Retirement System, how the changes affect all faculties, and who faculty should thank for the improvements. Faculty member Carolyn Russell gives a first-person account about the grassroots efforts that successfully convinced state legislators to pass the retirement package. The February 1999 issue features Assemblywomen Gloria Romero and Charlene Zettel and their commitment to helping community revealed that they successfully transferred 85.2% of the credits they earned at college. On average, 8.3 earned college credits per student did not transfer to SFU. The primary reason for loss of credit on transfer was that the course did not appear to be a university level course or its content was clearly technical or vocational in nature. Other reasons were that the students had already transferred the maximum allowable credit, so some credits were superfluous. Some SFU courses were weighted with fewer credits than the equivalent college course, some courses were unarticulated for reasons that are unclear and some courses do not receive transfer credit if taken on their own, but must be taken in combination with other courses to receive transfer credit. The vast majority of students who choose to take courses that will not transfer to their intended university do so with full knowledge of this fact. (Contains one appendix.) (JA)

ED 444 629 JC 000 580

Heslop, Joanne
Profile of B.C. College Transfer Students Admitted to Simon Fraser University, 1994/95 to 1998/99.
SPONS. AGENCY- British Columbia Council on Admissions and Transfer, Vancouver.
PUB DATE- 99
NOTE- 85p.; Prepared by Simon Fraser University, Office of Analytical Studies.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *Academic Persistence; Access to Education; *Articulation (Education); *College Credits; *College Transfer Students; *Educational Mobility; Foreign Countries; Higher Education; *Transfer Programs; Universities
IDENTIFIERS- *British Columbia; *Simon Fraser University (Canada)

The report presents a profile of transfer students admitted to Simon Fraser University (SFU) from colleges in British Columbia (BC), Canada, over the five-year period, 1994/95 to 1998/99. In the five year period ending in the 1999 spring semester, a total of 8,323 students were admitted to SFU from BC colleges (33% of all new students admitted to SFU during that time). Included in these transfers were 237 students who transferred to SFU with a BC associate degree. In all courses reported, the average grade received by all BC college transfers was consistently lower than the grade received by BC grade 12s, except in some education courses. When looking only at those who transferred 55 or more credits to SFU, the BC college transfer students had a higher graduation rate (60%) than the BC associate degree transfers (54%). The top three programs from which transfer students graduate are business administration, psychology, and economics. Over the five-year period, 1,251 students were admitted to SFU under other bases of admission, such as BC grade 12, mature student, special entry, university transfer, etc. The majority of students with college experience came to SFU from lower mainland colleges (80%). Contains 22 tables. (Contains one appendix.) (JA)

ED 444 630 JC 000 581

Heslop, Joanne
Profile of B.C. College Transfer Students Admitted to Simon Fraser University, 1993/94 to 1997/98.

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Articulation (Education); Associate Degrees; College Transfer Students; Educational Mobility; Foreign Countries; Higher Education; *Transfer Policy; *Transfer Programs
IDENTIFIERS- *British Columbia

This document summarizes the 48 responses from faculty and various groups and institutions to a block transfer discussion paper. The Block Transfer Project grew out of statements in Charting a New Course that assigned to the British Columbia (BC) Council on Admission and Transfer the responsibility for implementing a system of block transfer for the BC postsecondary system. The Council decided to launch an investigation into what block transfer might mean in the context of arts and science degrees, and to determine whether precedents for the application of block transfer principles in arts and sciences existed in other jurisdictions. Twenty-four respondents answered that block transfer should "supplement" the current course to course transfer system. Nineteen respondents preferred Descriptive Pathways model, and fifteen respondents indicated support for Flexible Pre-Major model. Twenty-two respondents indicated that legislation was either unthinkable or unworkable for implementing block transfer. One of the frequent themes that emerges from an examination of responses is that articulation committees perform a valuable function. Some of the underlying issues that are discernable in responses are as follows: faculty autonomy in the current structure of the transfer system; institutional autonomy versus system issues; and the evolution of the new receiving institutions. Appendices include a list of respondents and respondents corresponding to questions. (JA)

ED 444 649 JC 000 603

Kentucky Community and Technical College System Fact Book, 2000.
PUB DATE- 00
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Faculty; *Community Colleges; Degrees (Academic); *Enrollment; Futures (of Society); *Organizational Objectives; *Strategic Planning; Student Characteristics; *Technical Institutes; Two Year Colleges
IDENTIFIERS- *Kentucky

The fact book provides information about the Kentucky Community and Technical College System (KCTCS), which consists of 13 community colleges and 15 technical colleges. It presents the strategic plan, core functions, timeline, statistical facts, Board of Regents, President's cabinet, and instructional programs. The mission of KCTCS is to improve the quality of life and employability of the citizens of the Commonwealth by serving as the primary provider of postsecondary education programs, training and services. In fall 1999, the number of students pursuing credit enrollment was 45,988. During the academic year of 1998-1999, 94,074 students were enrolled for workforce training/continuing education. One significant piece of KCTCS continuing education focus is fire and rescue training. In 1998-99, KCTCS served 60,061 fire and rescue students who worked for 1,091 agencies. Credentials granted

Transfer data came from four sources: final transcript requests submitted by Cabrillo students, data from the University of California at Santa Cruz (UCSC), data from San Jose State University (SJSU), and data from Cal State University at Monterey Bay (CSUMB). Watsonville Center students enrolled in at least one course offered at the Center between spring 1993 and fall 1999. Over half of all Cabrillo College students from either the Watsonville Center or elsewhere transfer to UCSC or SJSU. The proportion of Watsonville Center student transfers appears to have been declining relative to the proportion of the total enrollment at the Watsonville Center. Further, the proportion of Watsonville Center students who stated that transfer is their goal has been consistently less than other Cabrillo students. The city of Watsonville supplies the largest number of students to the Watsonville Center. Over half of Cabrillo's Watsonville area students are enrolled through the Watsonville Center and proportionately more of them are Hispanic and female. (Contains 1 table and 6 figures.) (VWC)

ED 444 669 JC 000 624

Facilities/Capital Outlay Data Base Data Element Dictionary, 1999-2000. Version 5.0.
PUB DATE- 99
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Vocabularies/Classifications (134)
DESCRIPTORS- *Capital Outlay (for Fixed Assets); *Community Colleges; *Database Management Systems; *Educational Technology; *Facility Planning; *State Boards of Education; State Colleges; Two Year Colleges
IDENTIFIERS- *Florida; Florida Community College System

This document presents the Florida State Board of Community Colleges' 1999-2000 Facilities/Capital Outlay Database Data Element Dictionary. This report contains the following items: (1) data element alphabetical listing; (2) data elements by record type, which is subdivided into unique key elements, non-key elements, site (record type 1), facility (record type 2), and room (record type 3); (3) individual data element entries, which contain the number, name, definition, table values, edit, intent, physical description, and create/change date (including college number, term identifier, site type, site number, site name, site type, site area, site ownership, site length of holding, site acquisition means, site acquisition date, facility number, facility name, facility status, facility condition, facility type, facility area, facility ownership, facility length of holding, facility inspection date, room number, room name, room use code, room area, room ICS code, room joint-use code, room condition, and crosschecks); (4) machine records format facilities database file number 1 (site record); (5) machine records format facilities database file number 2 (facility record); (6) machine records format facilities database file number 3 (room record); (7) sample JCL to send facility data basedata; and (8) sample JCL to retrieve facility database reports. (VWC)

ED 444 670 JC 000 625

Innovation Incubator Annual Report.
PUB DATE- 00
NOTE- 31p.; Innovation Incubator Co-coordinators were Mike Drafke, Jeannie Folk, and Marianne Hunnicutt.
LANGUAGE- English

development. The 29-minute video discusses attachment and the role of touch; parent-child communication through speaking, singing, and reading aloud to facilitate language acquisition; health and nutrition; discipline; self-esteem; child care; and self-awareness. (KB)

ED 444 689   PS 028 758

Early Learning: Improving Results for Young Children.
SPONS. AGENCY- Metropolitan Life Foundation.; Charles A. Dana Foundation, New York, NY.
PUB DATE- 00
NOTE- 33p.; Additionally supported by the Thomas L. Conlan Education Foundation, Cincinnati, Ohio.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Change Strategies; *Day Care; *Delivery Systems; Early Childhood Education; Policy Formation; Program Descriptions; *Public Policy; School Business Relationship; *Young Children
IDENTIFIERS- Barriers to Change; *Education Commission of the States; Goals 2000; State Policy

Early care and education has been designated as the 2000-2001 focus of the Education Commission of the States (ECS), a nonprofit, nationwide interstate organization that helps governors, legislators, state education officials, and others identify, develop, and implement public policies to improve student learning at all levels. Noting that there is a long way to go before the first of the National Education Goals--that all children will start school ready to learn--is achieved, this report identifies barriers to changing the current "nonsystem" of early care and education and describes ECS's role in addressing this issue. Although many states have invested resources in preschool programs and have taken steps to improve the quality of early care and education programs, the challenge is to knit together the piecemeal efforts to create a well operating system. The 2-year ECS Early Learning Initiative is described as complementing the work of other national organizations by serving the needs of ECS policymaker, education, and business constituencies by: (1) engaging business communities in early learning as an investment in the development of the future workforce; and (2) making systemic connections between early learning and elementary education. The report delineates the goals for the initiative and identifies ways state policymakers, educators, business leaders, parents, and advocates can contribute to and benefit from the initiative. The report concludes with a list of resources and a list of the members of the Early Learning Advisory Council. (KB)

ED 444 690   PS 028 759

Park, Jennifer M.
The State of Our Nation's Youth, 2000-2001.
PUB DATE- 00
NOTE- 50p.; For 1999-2000 report, see ED 433 922.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Adolescent Attitudes; *Adolescents; Aspiration; Attitude Change; Career Choice; Discipline; Extracurricular

*Childrens Rights; *Court Litigation; Divorce; Fathers; *Federal Legislation; Newsletters; Parent Child Relationship; Parent Education; *Parent Rights; Parents; Public Policy
IDENTIFIERS- Marital Separation; Noncustodial Parents; Unmarried Parents

This document comprises the three issues of Volume 14 of the "Speak Out for Children" newsletter, published to strengthen families through education and to assist children of unwed parents, separation, and divorce. The Spring 1999 issue contains articles on National Child's Day, joint custody presumptions, changes in children's life and activities from 1981 to 1997, proposed anti-joint custody legislation, and father absence and criminal activity. The Summer-Fall 1999 issue includes articles on the West Virginia shared parenting law, state rankings on the best places to raise children, and children's access to their noncustodial parents. The Winter 1999-2000 issue contains articles on the Fathers Count Act passed by the House of Representatives, the Oklahoma Parentage Act, and the relation between divorce rates and joint custody. Regular features of the newsletter include book reviews, notice of funding opportunities and conferences, news from individual chapters of the organization, descriptions of relevant court cases, and descriptions of pending federal legislation. (KB)

ED 444 709 PS 028 782

Dodson, Claudia J.
101 Innovative Ideas for Creative Kids.
PUB DATE- 00
NOTE- 106p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Class Activities; *Creativity; Elementary Education; Elementary School Mathematics; Elementary School Science; *Elementary School Students; Language Arts; *Learning Activities; Mathematics Activities; National Standards; Outdoor Activities; Reading; Science Activities; Social Studies; Student Journals; Student Motivation

As an alternative to the drill and practice worksheets that typically supplement student learning, this book provides a reference for kindergarten through fifth grade teachers containing ideas for interactive activities to invigorate daily lessons in many areas of the elementary school curriculum, as well as providing ideas for home school teachers and after-school providers. The book begins with a summary of the national education standards in reading and language arts, mathematics, social studies, and science. The remainder of the book presents activities organized into eight sections: (1) reading and language arts; (2) journal writing ideas; (3) class books to create; (4) mathematics; (5) science and social studies; (6) seasonal ideas; (7) fun activities for outdoor or active play; and (8) motivational and organizational ideas. Each section contains eight or more activities easily adapted for grades kindergarten through five. Where applicable, activities are linked to national education standards. Directions for each activity also list the materials needed. The final section of the book discusses ways to organize and motivate students. (KB)

ED 444 710 PS 028 783

Michigan School Readiness Program Product Evaluation Report, 1998-99.
PUB DATE- 99
NOTE- 64p.; For other "Michigan School Readiness Program Product Evaluation Reports," see PS 028 811-814, ED 405 088, and ED 405 074. Appendix may not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Cognitive Development; Cognitive Measurement; Cognitive Objectives; Early Intervention; *Educational Assessment; Evaluation Criteria; *High Risk Students; Inner City; Outcomes of Education; Parent Participation; Parent Role; Parent School Relationship; Parent Teacher Cooperation; Partnerships in Education; Performance; *Preschool Children; Preschool Education; Program Effectiveness; Program Evaluation; Psychomotor Objectives; *School Readiness; *State Programs
IDENTIFIERS- Prekindergarten Saginaw Objective Reference Test; Saginaw City School System MI

The Michigan School Readiness Program (MSRP) is a state-funded prekindergarten program in Saginaw for 4-year-olds from the inner city with the goal of providing an environment that develops school readiness skills. The seven program components are: cognitive, psychomotor, affective, parent participation/education, curriculum, staff development, and community collaboration/participation. An annual evaluation was conducted for the 1998-99 school year. A total of 306 students attended the program at 1 of 10 sites. The Prekindergarten Saginaw Objective Reference Test was used to assess student achievement on a posttest-only basis. The Affective Rating Scale assessed affective objectives on a pre-post basis. Findings indicate that MSRP students attained all the cognitive and affective objectives and three of the four psychomotor objectives. All objectives related to parent participation through classroom participation, parent meetings, and completion of home activities with the children were met successfully. The Early Childhood Education Curriculum Committee met four times and discussed curriculum issues, new kindergarten reading materials, all day kindergarten, and selection of kindergarten reading materials. The program supervisor participated on county level committees. All staff attended at least 75 percent of the inservice sessions offered. It was concluded that the MSRP program in its tenth year of operation was very successful, have achieved 25 of 26 objectives. It was recommended that reasons for relatively poor achievement on one of the psychomotor objectives be examined and that building differences in program effectiveness also be examined. (Eight appendices include a description of the program, data collection instruments, and data by school building.) (KB)

ED 444 729 PS 028 814

Michigan School Readiness Program Product Evaluation Report, 1999-2000.
PUB DATE- 00
NOTE- 65p.; For other "Michigan School Readiness Program Product Evaluation Reports," see PS 028 811-813, ED 405 088, and ED 405 074. Appendix may not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Cognitive Development; Cognitive Measurement;

of the family relationship. Child therapists and others can use therapeutic disclosure of spiritual self, incorporate the family's spiritual world view and metaphors, and reframe issues. When appropriate, explicitly religious/spiritual practices may be used. Religious/spiritual strategies can be contraindicated at times for ethical and legal reasons. When explicitly spiritual activities are not appropriate, child service providers can foster child and family's spiritual values of trust, patience, repentance, forgiveness, and acceptance. Service providers should be aware of one's religious/spiritual self and its limits, respect clients' religious authority, observe church-state boundaries, and avoid imposing religious values on clients and practicing beyond one's professional competence. (Contains 35 references.) (KB)

ED 444 747   PS 028 843

Stabile, Isabel; Graham, Mimi
Florida Panhandle Healthy Start: A Randomized Trial of Prenatal Home Visitation.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Washington, DC. Maternal and Child Health Bureau.
PUB DATE- 00
NOTE- 23p.; Paper presented at the Head Start National Research Conference (5th, Washington, DC, June 28-July 1, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- At Risk Persons; *Birth Weight; Comparative Analysis; *Early Intervention; *Home Visits; Infant Mortality; *Infants; Mortality Rate; Mothers; *Premature Infants; Prenatal Care; *Prenatal Influences; Program Evaluation
IDENTIFIERS- Florida; *Healthy Start Program

Noting prenatal and early childhood home visitation by nurses has had positive effects on birth outcomes in several at-risk populations, this study examined the impact of weekly home visits by systematically trained visitors on birth outcomes of high-risk pregnant women within the context of a Florida Healthy Start project. Participating were eligible pregnant women in 6 Florida counties; 359 were randomly assigned to the treatment group and 169 to the control group. In addition to prenatal care, treatment group women received weekly home visits by nurses or paraprofessional home visitors who promoted healthy lifestyles, coordinated services, and provided education/support through a community network. Control-group women received services available in the community. Results indicated no statistically significant differences in low birth weight, preterm birth, or poor birth outcome between the treatment and control groups. Women with poor previous birth outcomes were 2.9 times more likely to have a poor birth outcome than women without such experience. Women who received services (independent of group status) had lower rates of low birth weight, preterm birth, and poor birth outcomes. Samples were identified as at much greater risk of poor pregnancy outcome than a comparison group of the general pregnant population in Florida during the same time period, contributing to the inability to demonstrate a significant treatment effect on birth outcomes. (Contains 15 references.) (KB)

ED 444 748   PS 028 844

Struggle for Self-Sufficiency: Impact of Welfare Reform on Families with Children in Kansas.

Professional Practice: Narratives of the Practicum" (Nicola J. Yelland and Jenny Cartmel); (4) "Practicing What We Preach: Active Learning in the Development of Early Childhood Professionals" (Barbara Piscitelli); (5) "Developing Mathematical Literacy in the Early Childhood Years" (Carmel Diezmann and Nicola J. Yelland); (6) "Teaching Storytelling in Preservice and Professional Development Programs" (Kerry Mallan); (7) "Art in the Early Childhood Classroom: Authentic Experiences and Extended Dialogues" (Martha Taunton and Cynthia Colbert); (8) "Innovations in Observing Children: Use of New Technologies" (Kym Irving); (9) "The Challenge of Teaching and Learning Science with Young Children" (Susan Grieshaber and Carmel Diezmann); (10) "Preparing Students To Work with Children with Special Needs and Their Families" (Anna Bower); and (11) "Open Doors, Open Minds: Working with Families and Community" (Margaret Henry). (Each chapter contains references.) (KB)

ED 444 766   PS 028 870

Ku, Leighton; Broaddus, Matthew
The Importance of Family-Based Insurance Expansions: New Research Findings about State Health Reforms.
PUB DATE- 00
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Child Health; *Children; Comparative Analysis; Enrollment; Health Care Costs; *Health Insurance; Health Services; Pretests Posttests; *State Programs
IDENTIFIERS- Access to Health Care; Access to Services; *Childrens Health Insurance Program; *Medicaid

Although a national consensus has emerged regarding the importance of extending publicly-funded health insurance coverage to low-income children under the State Children's Health Insurance Program (SCHIP) and Medicaid, substantial numbers of eligible children remain uninsured. This study examined whether extending insurance coverage to low-income parents influenced the enrollment among children. Data were obtained from the Current Population Survey. The change in child and parent Medicaid participation rates between 1990 and 1998 was measured for each of three groups of states, comparing the net differences in changes in states with early expansions (Hawaii, Oregon, and Tennessee) to the changes in states with late or non-Medicaid expansions (Delaware, Massachusetts, Minnesota, New York, Vermont, and Washington) and to states with no expansions by 1998 (all other states). The key findings indicated that most children in families with incomes below 200 percent of poverty are already eligible for Medicaid or SCHIP, but 25 percent of eligible children remained uninsured in 1998. Family-based Medicaid expansions that include parents can increase Medicaid enrollment among children who already are eligible for Medicaid but are unenrolled. States can reduce the proportion of persons who are uninsured through broad Medicaid expansions that include parents. Broad Medicaid expansions that include parents can substantially improve health care access and utilization for both adults and children. (A description of the study's methodology and a technical discussion of the effects of broad expansions on young children's Medicaid enrollment are appended.) (KB)

ED 444 767   PS 028 880

time; number and amount of grants made annually; general policy on grants; purposes of grants; areas of interest; restrictions on grants; how to apply; officers and directors or trustees; and examples of Native American grants. Chapter 5 provides similar information on federal programs that make grants to Native Americans. Programs are listed by federal government agency. (Contains a subject index.) (SV)

ED 444 784   RC 022 570

Kellert, Stephen R.
A National Study of Outdoor Wilderness Experience.
SPONS. AGENCY- National Fish and Wildlife Foundation.
PUB DATE- 98
NOTE- 309p.; "With the Assistance of Victoria Derr." Some figures may not reproduce adequately. Also supported by the Richard King Mellon Foundation, the Jonanette Wallerstein Institute, and an anonymous donor.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adolescents; Attitude Change; Experiential Learning; *Individual Development; *Interpersonal Competence; *Outcomes of Education; *Outdoor Education; Self Esteem; Skill Development; *Wilderness
IDENTIFIERS- *Environmental Awareness; National Outdoor Leadership School; Outward Bound; Student Conservation Association

A study examined the learning and character development effects of the outdoor wilderness experience. The research consisted of a retrospective study in which surveys were completed by 429 participants in outdoor programs sponsored by the Student Conservation Association, the National Outdoor Leadership School, and Outward Bound; and a longitudinal study in which surveys were completed before, after, and 6 months following participation in an outdoor program. Most respondents reported major impacts on their personal and intellectual development as well as outdoor recreational and environmental interests. A smaller but substantial minority viewed the experience as significantly affecting their career interest and inclination to contribute community service. This highly positive outlook did not diminish over time. Most respondents reported far greater respect, appreciation, and spiritual connection with nature, and professed a stronger commitment to conservation and stewardship of the environment. Still, the actual degree of change in conservation behavior was limited and diminished over time. Substantial improvements in outdoor skills and interest in biology and natural history were noted. Increases in self-confidence, self-esteem, independence, autonomy, and initiative were reported. Substantial, although less striking, changes were observed in many elements of interpersonal relationship. The benefits reported stem from experiential, outdoor, and integrated components of the wilderness learning experience, which should be incorporated into conventional educational curricula. Appendices present a bibliography of related research, an outline of research variables, the surveys, and an interview. (Contains 73 references and many statistical figures.) (TD)

ED 444 785   RC 022 575

Rupured, Michael

learning; (4) coupled with visual materials, thinking textually is sufficient to improve literacy even when a liberal attitude is taken towards grammar, syntax, and spelling; and (5) computer technologies promote participation and learning in traditionally communicative-apprehensive learners such as shy students, limited English proficient students, and women who avoid verbally confronting men. (Contains 28 references.) (TD)

ED 444 802 RC 022 600

Bazinet, Suzanne C., Ed.
Maine Migrant Program: 1997-1998 Program Evaluation.
PUB DATE- 98
NOTE- 66p.; Published by Pamela A. Gatcomb. Funded under Title IC of the Improving America's Schools Act of 1994 (P.L. 103-382, October 20, 1994).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Elementary Secondary Education; Limited English Speaking; *Migrant Education; Migrant Health Services; Parent Education; *Parent Participation; Program Evaluation; Rural Education; *State Programs; *Summer Programs; Teacher Education
IDENTIFIERS- *Maine; Migrant Education Program

The Maine Department of Education contracts with local educational agencies to administer the Maine Migrant Education Program. The program's overall mission is to provide the support necessary for migrant children to achieve Maine's academic standards. In 1997-98, 73 local migrant programs served 9,838 students, and 63 summer programs served 1,769 students. This 1997-98 report begins with a mission statement, state goals, and identification and recruitment efforts. A section on home/school coordination discusses how parents help prepare Individual Services Plans for their children; participate in the planning of their local Migrant Program; and receive training in areas such as reading strategies, nutrition awareness, and teen issues. The Maine Migrant Parent Advisory Council informs parents of the programs offered and any changes or legislation impacting the program. Student services include academic services, academic support services, English-as-a-second-language programs, Portable Assisted Studies Sequence, summer school programs, harvest schools, and the Maine Conservation Camp. Supportive services include the Migrant Health Voucher Program available to migrant families not eligible for Medicaid. Services offered and participating health centers are listed. The program evaluation section describes the Snapshot Assessment and the Migrant Performance Evaluation System, still under development, and presents charts showing migrant performance on the Maine Educational Assessment in reading, writing, and mathematics for grades 4, 8, and 11. Attendance data are also presented. Two case studies of migrant student success are included. (TD)

ED 444 803 RC 022 602

Razack, Sherene H.
Looking White People in the Eye: Gender, Race, and Culture in Courtrooms and Classrooms.
SPONS. AGENCY- Social Sciences and Humanities Research Council of Canada, Ottawa (Ontario).
PUB DATE- 98
NOTE- 246p.
LANGUAGE- English

Latina students preparing to enter scientific and technical careers. The paper summarizes the research literature that addresses female recruitment and retention in mathematics and science, discusses the results of interviews conducted with Mexican-American youth and their teachers, and describes experience with programs designed to recruit and retain minority and underrepresented groups in mathematics and science. (Contains 23 references.) (WRM)

ED 444 823 SE 063 744

Houtz, Lynne E.; Watson, Silvana M. R.
Modifying Hands-On Science Lessons for Students with Special Needs: A Model of Collaboration.
PUB DATE- 99
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Curriculum Development; Educational Cooperation; Elementary Secondary Education; *Inclusive Schools; *Integrated Activities; Mathematics Education; Science Education; *Special Needs Students; Teacher Collaboration; *Teaching Methods; Team Teaching

Adaptation and modification of science instruction for students with special needs requires collaboration between all educators involved in delivering the curriculum. Further, the collaboration between educational professionals in elementary and secondary schools can be effectively modeled in teacher education programs. This paper describes efforts to demonstrate for a class of preservice elementary teachers the teamwork and effective instructional strategies necessary to meet the needs of all learners. (WRM)

ED 444 824 SE 063 755

Dunson, Marlies A.
From Research to Practice and Back Again: TIMSS as a Tool for Educational Improvement. CPRE Policy Briefs.
SPONS. AGENCY- National Inst. on Educational Governance, Finance, Policymaking, and Management (ED/OERI), Washington, DC.; Office of Educational Research and Improvement (ED), Washington, DC. Office of Reform Assistance and Dissemination.
PUB DATE- 00
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Change; *Educational Improvement; Elementary Secondary Education; Mathematics Education; Science Education; *Teaching Methods
IDENTIFIERS- *Third International Mathematics and Science Study

Founded in 1985, the Consortium for Policy Research in Education (CPRE) studies alternative approaches to education reform in order to determine how state and local policies can promote student learning. This issue of CPRE Policy Briefs focuses on the Third International Mathematics and Science Study (TIMSS). (ASK)

ED 444 825 SE 063 779

Moscovici, Hedy

classroom observations and assessment instruments became the source of data about teachers' actions. Statements from each of these sources was classified and grouped, then examined for the presence of common themes. The themes were summarized as a description of the teachers' conceptions and examined by the participants to affirm its authenticity. As a result of this analysis, two teachers with different explicit beliefs about science teaching produced remarkably similar learning experiences for their students. Despite important differences in school culture, demographics and philosophy of teaching, these veteran science teachers created variations on the project-based approach to science that offer students rich experiences consistent with the recommendations of major reform documents. The value of the study comes from its illumination of a process that can elicit meaningful insight into the influences underlying the origin of classroom events. The potential for effective modification of instructional practices is enhanced by a clearer understanding of teachers' role in the creation of curriculum. (Contains 25 references.) (Author/YDS)

ED 444 847   SE 063 935

Ngwudike, Benjamin C.
Third International Mathematics and Science Study (TIMSS): Reforming Teacher Preparation Program To Improve Student Achievement.
PUB DATE- 00
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Achievement; *Educational Change; Elementary Secondary Education; Mathematics Education; *Preservice Teacher Education; Science Education; *Teacher Improvement
IDENTIFIERS- Third International Mathematics and Science Study

One of our eight national education goals is that by the year 2000, U.S. students will be first in the world in mathematics and science achievement. The Third International Mathematics and Science Study results have shown that we are far away from attaining this goal. This article highlights the need to reform a teacher preparation program in order to enable students to reach the goal of being the first in the world in mathematics and science achievement. A well trained teaching force is very crucial for high student achievement. (Contains 20 references.) (YDS)

ED 444 848   SE 063 939

Pepin, Birgit; Haggarty, Linda
Mathematics Textbooks and Their Use in English, French and German Classrooms: A Way To Understand Teaching and Learning Cultures.
SPONS. AGENCY- Economic and Social Research Council, Lancaster (England).
PUB DATE- 00
NOTE- 39p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Environment; *Cross Cultural Studies;

science and engineering education. The report analyzes the gender differentiation and female participation in science and engineering education beginning from early childhood. Self-esteem is one of the focus points of this study and it finds that self-confidence is related to women's major selection of courses and careers. (Contains 85 references.) (YDS)

ED 444 873 SE 064 097

Bana, Jack, Ed.; Chapman, Anne, Ed.
Mathematics Education beyond 2000: Proceedings of the Annual Meeting of the Mathematics Education Research Group of Australasia (23rd, Fremantle, Western Australia, Australia, July 5-9, 2000). Volume 1 and Volume 2.
PUB DATE- 00
NOTE- 740p.
LANGUAGE- English
EDRS Price- MF04 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Educational Technology; Elementary Secondary Education; *Evaluation; Foreign Countries; Higher Education; *Mathematics Achievement; *Mathematics Instruction; Mathematics Teachers; Preservice Teacher Education; Problem Solving; Sex Differences; Student Attitudes

This document contains Volumes 1 and 2 of the proceedings of the 23rd annual conference of the Mathematics Education Research Group of Australasia Incorporated (MERGA) held at Fremantle, Western Australia, July 5-9, 2000. Papers in Volume 1 include: (1) "Bridging Practices: Intertwining Content and Pedagogy in Teaching and Learning To Teach" (Deborah Loewenberg Ball); (2) "Looking Backwards, Looking Forwards, and Looking for Direction" (Andy Begg); (3) "Bridging the Gap: A Challenge for the Dual Community" (John A. Malone); (4) "Collaborative Problem Solving in Senior Secondary Mathematics Classrooms" (Merrilyn Goos); (5) "Changing the Professional Knowledge of Teachers" (Janette Bobis and Peter Gould); (6) "Teachers, Students and Research: One Possibility for Teaching Early Numeracy" (Philip Clarkson); (7) "Mapping Children's Stages of Arithmetical Solution Methods" (Peter Gould and Robert Wright); (8) "Reviewing Literature Relevant to a Systemic Early Numeracy Initiative: Bases of CMIT" (Robert Wright and Peter Gould); (9) "Emergence of Mathematical (In)Competence and Identity" (Pat Forster and Peter Taylor); (10) "Is There More to Numeracy Than Meets the Eye? Stories of Socialization and Subjectification in School Mathematics" (Mary Klein); (11) "Mental Effort and Errors in Bracket Expansion Tasks" (Paul Ayres); (12) "Developing Task Specific Criteria: A Preliminary Report" (Dawn Bartlett); (13) "Construction of a Numeration Model: A Theoretical Analysis" (Annette Baturo); (14) "Modes of Representation in Students' Explanations" (Brenda Bicknell); and (15) "What Is Taught versus What Is Learnt: The Case of Linear Measurement" (Philippa Bragg and Lynne Outhred). Papers in Volume 2 include: (1) "Classroom and Teacher Effects in Mathematics Achievement: Results from TIMSS" (Stephen Lamb and Sue Fullarton); (2) "3-Dimensional Geometry: Assessment of Students' Responses" (Chrisitine Lawrie and John Pegg); (3) "Mathematics and Gender: Beliefs They Are a-Changin'" (Gilah Leder and Helen Forgasz); (4) "Informal Assessment Questions Used by Secondary School Mathematics Teachers" (Sanka Liyanage, Kathryn Irwin, and Mike Thomas); (5) "Grade 1 Children in Problem-Posing Contexts: Problem Solving Prior to Completing the Task" (Tom Lowrie); (6) "Knowledge and Strategies Students Employ To Solve Open-Ended Problem-Solving Activities" (Tom Lowrie, Rod Francis, and Geoff Rogers); (7) "Mental

Historic Sites; *Immigrants; Primary Sources; Secondary Education; Social Studies; Thematic Approach; *United States History

IDENTIFIERS- Labor History; Massachusetts (Lowell); Textile Industry; Timelines; Work Centrality

This field trip program, a 75-minute interpretive tour and a 90-minute workshop, provides students with the opportunity to explore what it was like for newcomers from many different cultures to move to an industrial city. The workshop complements the tour by bringing the significance of historic resources to life. The tour focuses on the experiences common to all mill workers in the textile industry of Lowell, Massachusetts, both Yankee and immigrant. After an introduction to the two primary workforces in Lowell, students learn about the mill environment and gain insight into the changing nature of work and workers' lives. In the workshop, each student is given a role card based on the life of an actual immigrant to Lowell. Once all the students have been processed through immigration, members of the six ethnic groups find some background information on their group, their homeland, and their reasons for immigrating to Lowell. The final part of the program allows students to take on a role and to introduce themselves as their characters to the rest of their class. The activity guide presents the theme, lists program objectives, provides historical background, and enumerates pre- and post-visit activities. Includes an immigration timeline and a glossary of terms. (BT)

ED 444 895 SO 031 222

Larson, Susan Booth

Curriculum Guide for "In Search of the Oregon Trail."

SPONS. AGENCY- Corporation for Public Broadcasting, Washington, DC.

PUB DATE- 97

NOTE- 88p.; Videotape not available from ERIC.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Academic Standards; Elementary Secondary Education; Integrated Curriculum; National Standards; *Social Studies; *United States History

IDENTIFIERS- *Oregon Trail

This curriculum guide for a PBS 2-part, 180-minute video, "In Search of the Oregon Trail" (narrated by Stacy Keach), provides information to help teachers develop lesson plans. The guide is comprised of 12 lessons incorporating 31 video chapters. Curriculum areas include history, geography, economics, sociology, ethnic studies, civics and government, science, environmental studies, mathematics, and language arts. Classroom activities can be adapted for grades 4-12. Included are key concepts addressed in the video chapters; discussion questions for the video chapters; in-depth lessons; related activities that teachers may use to extend their students' Oregon Trail study; related information, charts, and maps; and recommended resources for teaching about the Oregon Trail. The video program follows a general East-West path and is divided into video chapters that are grouped according to content. The guide contains brief content descriptions, time cues (indicating the number of minutes from the funding credits to the start of each part), the length of the video chapter, and key concepts and discussion questions for each chapter. A description of the relevant National Content Standards for "In

(Thinking Creatively); Managing Data (Math/Civics and Government/Geography); Lesson 6 (K-5): Getting There (Using Charts and Graphs/Computing Whole Numbers); Lesson 7 (6-12): What's Behind the Form? (Collecting, Organizing, and Analyzing Data); and Additional Resources. (BT)

ED 444 914 SO 031 866

Making Sense of Census 2000--U.S. Virgin Islands. Teaching Guide . Grades K-12.
PUB DATE- 99
NOTE- 38p.; For teaching guides, see SO 031 044-046 and SO 031 863-867.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Census Figures; Curriculum Enrichment; *Demography; Elementary Secondary Education; *Government Role; Maps; Social Studies; Teaching Guides; *Thinking Skills
IDENTIFIERS- Bureau of the Census; *Census 2000

The United States Census Bureau's mission is to be the preeminent collector and provider of timely, relevant, and quality data about the nation's people and economy. The Census 2000 teaching guide aims to help teachers bring the census to life for students. The guide outlines skills that correlate with national standards; fulfills curriculum requirements; demonstrates the importance and the many benefits of the census; and shows how to navigate the U.S. Census Bureau Web site. A model census helps students learn how to evaluate population needs and services; compare census data across communities; and work with statistical models. The guide is divided into the following sections: Map Literacy (Geography/Math/History); Lesson 1 (K-4): These are Our Islands/Mapping Subdistricts (Reading Map Keys/Comparing Mathematical Values); Lesson 2 (5-12): Our Changing Islands (Analyzing Historical Maps); Community Involvement (Civics and Government/Math/Geography/Art/Language Arts); Lesson 3 (K-4): Where You Belong/Group Needs (Recognizing Relationships); Lesson 4 (5-8): Making Plans (Real-Life Problem Solving/Analyzing Data); Lesson 5 (9-12): Future Focus (Thinking Creatively); Managing Data (Math/Civics and Government/Geography); Lesson 6 (K-5): Getting There (Using Charts and Graphs/Computing Whole Numbers); Lesson 7 (6-12): What's Behind the Form? (Collecting, Organizing, and Analyzing Data); and Additional Resources. (BT)

ED 444 915 SO 031 867

Making Sense of Census 2000--Commonwealth of the Northern Mariana Islands. Teaching Guide . Grades K-12.
PUB DATE- 99
NOTE- 33p.; For teaching guides, see SO 031 044-046 and SO 031 863-866.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Census Figures; Curriculum Enrichment; *Demography; Elementary Secondary Education; *Government Role; Maps; Social Studies; Teaching Guides; *Thinking Skills
IDENTIFIERS- Bureau of the Census; *Census 2000

The United States Census Bureau's mission is to be the preeminent collector and provider of timely, relevant, and quality data

Education" (Donald E. Pierson); "The Pragmatics of Problem Behavior: Turning Trouble into Teaching" (Richard S. Neel); "Classroom Disruption in Japanese Elementary Schools" (Yasutada Takahashi); "The New System of Teacher's Work Performance Appraisal: The Case of the Tokyo Metropolitan Board of Education" (Yutaka Shiraishi); "The Role of Higher Education in Teacher Professional Development" (Inez Rovegno and Carol Donovan); "Educational Leadership in the Asia/Pacific Region: The Evolution and Structure of a Professional Development Master's Program for Teachers throughout the Asia/Pacific Region" (David P. Ericson); "Recent Developments in the Continuing Education of Teachers in the United States: The Growth of the For-Profit Sector" (Ann Intili Morey); "Teachers' License in the Credential Society, (2)" (Keijiro Tanaka, Norihisa Hashimoto, Kiyoharu Hara, and Yoshitaka Tanigawa); "Teacher Induction/Career Transition: Implications for Japanese and U.S. Teacher Preparation Programs" (Mark W. Clark); and "The Present Situation and Problems of Continue Education of School Teachers in Hokkaido Prefecture" (Yoichi Yazawa, Hiromi Kitamura, Hiroshi Morita, Mika Kamidochi, Yoshiyuki Takehara, and Takanobu Nakamura). (SM)

ED 444 934 SP 039 385

Mahoney, Beverly Saxton, Ed.; Brown, Kelli McCormack, Ed.
Approaches to Advocacy for Health Educators.
PUB DATE- 99
NOTE- 60p.; Supported by the John P. McGovern Foundation.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Advocacy; Age Differences; American Indians; *Disadvantaged; Electronic Mail; *Health Education; *Health Promotion; Hispanic Americans; Internet; Legislation; Mass Media Use; *Minority Groups; Policy Formation; Professional Associations; Racial Differences; Sex Differences; Socioeconomic Status; Tobacco; Youth Problems
IDENTIFIERS- Florida; Health Educators; Risk Reduction

This monograph provides a collection of articles on health educators' approaches to advocacy: "The Role of Health Education Advocacy in Removing Disparities in Health Care" (John P. Allegrante, Donald E. Morisky, and Behjat A. Sharif); "The Role of Health Education Associations in Advocacy" (M. Elaine Auld and Eleanor Dixon-Terry); "What Legislators Need from Their Constituents Regarding Advocacy Efforts: A View from the Inside" (Louis Patrick Crocco); "Youth Advocacy: The Florida Tobacco Prevention Model" (David F. Foulk and Stephen A. Rollin); "Advocacy Issues among Native Americans" (Linda Bane Frizzell); "Advocacy in Action: One Person's Experience" (Fern Walter Goodhart); "Advocacy Groups for Hispanic/Latino Health Issues" (Helda Pinzon-Perez and Miguel A. Perez); "How To Effectively Use the Internet for Advocacy" (Mark Temple); "Putting Advocacy in Action" (Susan E. Ward and Nancy L. Koontz); "Media Advocacy: A Tool for Health Education" (Linda Weiner); and "Partners for Advocacy: Non-Profit Organizations and Lobbyists" (Susan Frelick Wooley, Scott Ballin, and Sherri Reynolds). (SM)

ED 444 935 SP 039 386

Costa, Arthur L., Ed.; Kallick, Bena, Ed.
Activating & Engaging Habits of Mind. A Developmental Series, Book 2.
PUB DATE- 00

goals. Instructors described learning experiences that required students to reflect on their own experiences with each topic area, embed them in the larger picture, and generate questions for use in interviews with mentors. The problem solving structure provided opportunities for students to acquire knowledge from their university classrooms, peers, and teachers. (SM)

ED 444 953 SP 039 404

Beisser, Sally R.
Posing Questions...Solving Problems: Action Research for Preservice Teachers.
PUB DATE- 00
NOTE- 10p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Action Research; Educational Research; Elementary Secondary Education; Higher Education; *Inquiry; Preservice Teacher Education; Research Methodology; *Student Research; Student Teachers

Action research affords preservice teachers both opportunity and perspective to investigate practical needs and critical issues in classroom practice. A one-semester Educational Inquiry course enabled students to pose important questions as part of a required 2-hour experimental research course in a field-based teacher education program. This paper describes a course of study for undergraduate students to gain introductory knowledge of action research skills through understanding research terminology, qualitative and quantitative methodology, data collection techniques, and research resources to more closely link research and practice as they examined the nature of teaching. As part of the Educational Inquiry course, preservice students framed a research question, conducted a literature search, and organized and implemented a field-based action research study in order to synthesize coursework, field experiences, and related research. Perspectives in this paper reflect the voice of the university instructor and members of the class of 22 participating elementary and secondary education students enrolled in the course. (Contains 23 references.) (Author/SM)

ED 444 954 SP 039 405

Davidson, Neil, Ed.; Worsham, Toni, Ed.
Enhancing Thinking through Cooperative Learning.
SPONS. AGENCY- Maryland Center for Thinking Studies, Baltimore.; International Association for the Study of Cooperation in Education, Santa Cruz, CA.
PUB DATE- 92
NOTE- 288p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Cognitive Development; Concept Formation; *Cooperative Learning; Critical Thinking; Editing; Education Work Relationship; Elementary Secondary Education; Higher Education; Inquiry; Intelligence; Interpersonal Competence; Lecture Method; Lesson Plans; Mathematics Instruction;

Metacognition; Peer Evaluation; Planning; Questioning Techniques; Science Education; Small Group Instruction; Teacher Student Relationship; Teaching Methods; *Thinking Skills; Writing Skills
IDENTIFIERS- Controversy; Graphic Organizers

This collection of papers provides a theoretical foundation on current practice in cooperative thinking. The papers offer many practical methods that can be applied to a full range of classroom settings. After an introduction, "HOTSICLE: Higher Order Thinking Skills in Cooperative Learning Environments" (Neil Davidson and Toni Worsham), there are 17 chapters: (1) "A Perspective on the Evolution of Cooperative Thinking" (Barbara Z. Presseisen); (2) "The Many Faces of Cooperation across the Dimensions of Learning" (Robert J. Marzano); (3) "Cooperation: Worldview as Methodology" (Robert Samples); (4) "Co-Cognition: The Cooperative Development of Intellect" (Arthur L. Costa and Pat Wilson O'Leary); (5) "The Inclusion Process: Cooperative Metacognition for Discovering, Describing, and Assessing Thinking Skills" (Toni Worsham); (6) "The New School 'Lecture': Cooperative Interactions That Engage Student Thinking" (Robin Fogarty and James Bellanca); (7) "Some Thinking Skills and Social Skills That Facilitate Cooperative Learning" (Richard D. Solomon, Neil Davidson, and Elaine C. L. Solomon); (8) "Encouraging Thinking through Constructive Controversy" (David W. Johnson and Roger T. Johnson); (9) "The Touchstones Project: Learning To Think Cooperatively" (Howard Zeiderman, Geoffrey Comber, and Nicholas Maistrellis); (10) "Cooperating for Concept Development" (Linda Hanrahan Mauro and Lenore Judd Cohen); (11) "Think-Pair-Share, Thinktrix, Thinklinks, and Weird Facts: An Interactive System for Cooperative Thinking" (Frank T. Lyman, Jr.); (12) "Graphic Organizers: Collaborative Links To Better Thinking" (Jay McTighe); (13) "Cooperative Questioning and Critical Thinking" (Charles Wiederhold and Spencer Kagan); (14) "Enhancing Writing through Cooperative Peer Editing" (Carla J. Beachy); (15) "Designing Cooperatively Thoughtful Science Lessons" (Anita Stockton); (16) "The Use of Small Group Learning Situations in Mathematics Instruction as a Tool To Develop Thinking" (Tom Bassarear and Neil Davidson); and (17) "The World-of-Work Connection: Thinking Cooperatively for Career Success" (Paul Hilt). (All papers contain references.) (SM)

ED 444 955   SP 039 406

White, Roger Crombie
Curriculum Innovation: A Celebration of Classroom Practice.
PUB DATE- 97
NOTE- 158p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Curriculum Development; *Educational Innovation; Foreign Countries; *Professional Autonomy; Secondary Education; Secondary School Teachers; Teacher Participation; Teacher Role
IDENTIFIERS- *United Kingdom

This book describes secondary school teachers' achievements and innovations, examining the historical and political contexts of curriculum development and control in the United Kingdom and analyzing the values and beliefs that have shaped the reforms in schools and colleges over the last 2 decades. It considers the extent to which these changes have acted to challenge the professional autonomy and status of teachers and lecturers and reflects the views of those affected. The book provides an community, displaying features such as supportive, shared leadership; shared vision and values; collective creativity; deprivatized practice; focus on student learning; and reflective dialogue. Outcomes for participants and the organization supported the contention that training-on-the-job that moves from practice to theory and back to practice and occurs in group context is gaining dominance in teacher training. The integrative curriculum-development-in-action process was new for most participants, and it generated knowledge construction leading to changes in practice. There were conflicts between teachers' visions of the group's role and the experts' visions of group goals. The community of learners provided support for teachers, helping them make personal decisions at various stages of the process in respect to many issues. The process significantly enhanced the autonomy of some while causing anxiety to those who had difficulty adapting to required flexibility, dynamic changes, and commitment. Contains 19 references. (SM)

ED 444 975 SP 039 432

Stough, Laura M.; Palmer, Douglas J.
Transferring Reflective Thought Used by Experienced Special Educators with Student Teachers.
PUB DATE- 00
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; Elementary Secondary Education; Evaluation Methods; Higher Education; Knowledge Level; Modeling (Psychology); Preservice Teacher Education; *Recall (Psychology); *Reflective Teaching; *Special Education Teachers; Student Behavior; Student Characteristics; Student Teacher Attitudes; Student Teachers; Teaching Methods
IDENTIFIERS- *Reflective Thinking; Teacher Knowledge

This study examined the effects of using expert models on the reflective thought of preservice special educators during classroom instruction. Nonintervention students completed seminars emphasizing Stalling's Active Teaching and Learning and Learning to Teach in Inner City Schools and the Diverse Populations curriculum. The seminars included discussions around students' classroom experiences. Intervention students participated in those seminars, then completed eight seminars on: classroom management, student characteristics, teacher knowledge, monitoring behavior and academics, student knowledge and learning, instructional strategies, student behavior and behavioral strategies, and instructional assessment. Each seminar included videotapes and audiotapes of expert teachers reflecting on instruction. Student teachers read weekly case studies describing expert teachers and offering quotes and examples of how teachers reflected upon the eight categories. Student teachers reflected on how each topic might influence their students and classrooms. Both groups were observed and videotaped twice while delivering instruction. A stimulated recall procedure obtained their reflections on the videotaped instructional sequence. Results found no notable between-group differences in the percentage of comments in each category. The largest category of comments for both groups was strategies, followed by student characteristics, then teachers' goals and expectations for students. (Contains 30 references.) (SM) of the professional developer's experience over 4 years as a site-based tutor, set against the backdrop of a district-wide initiative to improve writing instruction, documents and illustrates the lessons learned, and questions raised, about the personal and professional trajectory of a professional developer in the context of school reform. The paper analyzes the way the professional development model played out in the context of one school, suggesting how the experiences, personality, concerns, and beliefs of the professional developer, as well as the nature of supports for that person, affected the outcome of the reform. The paper draws on the findings of a 3-year qualitative research project which used data from personal journals, written records and observations, tape recorded focus group discussions, and individual interviews. (Contains 51 references.) (SM)

ED 444 995 SP 039 457

Dohrer, Timothy A.
Preparing Teachers for Curriculum Integration: A Study of Prospective Teachers.
PUB DATE- 98
NOTE- 41p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cooperative Learning; Curriculum Development; Higher Education; Inquiry; *Integrated Curriculum; *Interdisciplinary Approach; Preservice Teacher Education; Secondary Education; Secondary School Teachers; Student Teachers; Teacher Collaboration

This article presents the results of a study examining the impact of curriculum integration on prospective teachers. Utilizing a qualitative and phenomenological approach, the study follows a group of secondary education students through an entire semester course that employs curriculum integration. Intensive focus group transcripts and student journals allow the students' own voices to speak for their perceptions of the course and its impact on their preparation as secondary education teachers. The essay identifies the successful elements of the course and the areas of concern for use by other teacher educators attempting curriculum integration. In the final analysis, the students agree that the use of curriculum integration in this course was a better preparation for teaching than traditional curricula and also prepared them for teaching integration themselves later in their professional careers. (Contains 18 references and the course syllabus.) (Author/SM)

ED 444 996 SP 039 458

McCullick, Bryan
Teacher's Beliefs about PETE Program Governance, Curriculum, and Evaluation.
PUB DATE- 00
NOTE- 34p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference

effort to raise learning standards for all students. It is designed to provide information to the public on student performance and other measures of school and district performance. The 2000 report card has been changed to focus on measures of student progress on the new standards. This guide provides an overview of the changes, answers frequently asked questions, and contains descriptions of the state testing program and other performance measures. The Report Card contains an overview of academic performance, including results for some new tests and school and district statistics. The report compares the performance of a school with that of similar schools and compares the school district results with statewide results. The second part of the Report Card, the "Comprehensive Information Report," presents 3 years of results on other state assessments in addition to those covered in the overview. (SLD)

ED 445 017 TM 031 554

Reporting on Learning: Washington's School Improvement Strategy.
PUB DATE- 00
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Educational Improvement; Elementary Secondary Education; State Programs; Test Interpretation; *Test Results; Testing Programs
IDENTIFIERS- *Washington

This reference guide is designed to give educators and other interested persons a better understanding of the information contained in the score reports from the Washington Assessment of Student Learning, the key measuring stick of the state's school improvement strategy. To do this, the guide is organized around the four basic form types used in reporting test results: (1) the individual student (parent version) report; (2) student performance and achievement profiles (by class and school); (3) summary of student performance (by school, district, and state); and (4) summary of achievement profile (by school, district, and state). Important components are explained in keys accompanying each report type. (SLD)

ED 445 018 TM 031 555

Taylor, Catherine S.
Washington Assessment of Student Learning, Grade 4: 1998 Technical Report.
PUB DATE- 99
NOTE- 130p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Grade 4; Intermediate Grades; Listening Skills; Mathematics Tests; Reading Tests; *Reliability; *State Programs; *Student Evaluation; *Testing Programs; *Validity; Writing Tests
IDENTIFIERS- *Washington

This document contains the technical information for the 1998

Sacks, Peter
Standardized Minds: The High Price of America's Testing Culture and What We Can Do To Change It.
PUB DATE- 99
NOTE- 351p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Accountability; *Educational Testing; Elementary Secondary Education; Higher Education; *Occupational Tests; Personnel Evaluation; *Standardized Tests; Student Evaluation; *Test Use
IDENTIFIERS- *Meritocracy

This book examines the unhealthy and enduring obsession with standardized testing in the United States and how this tool of the meritocracy affects all U.S. residents, from kindergarten to job seeking. Why standardized testing continues to dominate the educational system is explored, as is why standardized testing is such a pervasive influence in the workplace. Some proven alternatives to testing are discussed. The chapters are: (1) "Meritocracy's Crooked Yardstick"; (2) "Inventing Intelligence: The Origins of Mental Measurement"; (3) "Babes in Test Land: The Sorting Begins"; (4) "Crusade: Rise of the Test-Driven Accountability Machine in Our Schools"; (5) "Crime and Punishment: How the Accountability Machine Hurts Schoolchildren"; (6) "Great American Dumb-Down: How the Accountability Machine Harms Schools"; (7) "Do No Harm: Stopping the Damage to American Schools"; (8) "Unnatural Selection: Testing in the American Workplace"; (9) "Standardized Minds: Thinking Styles and the Testing Game"; (10) "The Big Business of Testing"; (11) "Authentic Achievement: Assessing Performance in American Schools"; (12) "Harmful Admissions: Why the Meritocracy Needs Fixing"; and (13) "Beyond the SAT: Merit That Matters." (Contains 312 endnotes.) (SLD)

ED 445 040 TM 031 645

Burn, Bonnie; Payment, Maggi
Assessments A to Z: A Collection of 50 Questionnaires, Instruments, and Inventories.
PUB DATE- 00
NOTE- 354p.; Includes a CD-ROM that enables users to customize the assessments in this collection.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reference Materials - General (130)
DESCRIPTORS- *Evaluation Methods; *Measures (Individuals); *Occupational Tests; *Student Evaluation; *Test Construction; *Training

This collection of reproducible instruments is designed to help trainers evaluate the performance of their students and to evaluate their success of the training itself. Part 1 discusses assessments and their use. Part 2 contains a topic and assessment matrix and includes 50 assessments that measure various job-related attitudes, knowledge, and skills, such as assertiveness, business writing, customer service, office behavior, and time management. Scoring and interpretation directions are given for each assessment. Part 3 is a guide to customizing these assessments to fit the needs of the training purposeful weighting can never compensate for the loss of score accuracy caused by the shorter length of an actual test taken. Two appendixes contain a discussion of the item response models used in the study and a sample graph for one test item. (Contains 13 tables, 24 figures, and 12 references.) (Author/SLD)

ED 445 061 TM 031 677

Kieffer, Kevin M.; Henson, Robin K.
Development and Validation of the Sources of Self-Efficacy Inventory (SOSI): Exploring a New Measure of Teacher Efficacy.
PUB DATE- 00
NOTE- 18p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (New Orleans, LA, April 25-27, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Construct Validity; Factor Analysis; Higher Education; *Measures (Individuals); *Self Efficacy; *Teacher Effectiveness; Undergraduate Students

This paper describes the development and construct validation of a new instrument of teacher efficacy, the Sources of Self-Efficacy Inventory (SOSI), which was created to address shortcomings in previous measures that purported to measure this construct. Development of the SOSI was based on a model of teacher efficacy posited by M. Tschannen-Moran, A. Woolfolk Roy, and W. Roy (1998) that described four important areas of efficacy building information as proposed by A. Bandura (1997). The SOSI was examined with a sample of 252 undergraduate students in an educational psychology course. Factor analysis of the 35 SOSI items yielded 4 interpretable factors that contained many of the target items. However, many items were associated with non-intended factors, and it was apparent that item and subscale revision was necessary. Results of a confirmatory factor analytic study of another teacher efficacy instrument, the Teacher Efficacy Scale, are presented to further explore the teacher efficacy construct. An appendix presents items from the SOSI. (Contains 2 tables and 21 references.) (Author/SLD)

ED 445 062 TM 031 678

Borman, Kathryn M.; Kromrey, Jeffrey; Katzenmeyer, William; Della Piana, Gabriel
How Do Standards Matter? Linking Policy to Practice in Four Cities Implementing Systemic Reform.
PUB DATE- 00
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Standards; Constructivism (Learning); *Educational Change; Educational Policy; Mathematics; Mathematics Education; Professional Development; Science Education; Sciences; *Systems Development; *Urban Schools
IDENTIFIERS- *Reform Efforts

This paper reports on some early findings from an assessment of the impact of mathematics and science reforms in Chicago,

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Research; *Environment; Experience; *Life Events; *Qualitative Research

Drawing on diverse perspectives, this paper examines six lenses on settings that offer a more complex picture of their role in lived experience than is often available in traditional analyses and reports of qualitative educational research. In this discussion, "settings" is defined as a bounded environment in which particular situations, interactions, and behaviors accrue to it as normal by virtue of history, cultural values, and beliefs. The discussion focuses on some of the social and cultural signifiers implicit in particular settings and in moves from one setting into another. The premise developed is that a deeper analysis of settings requires an unraveling of relations among people and the settings in which they participate as well as inquiry into characteristics that particularize those settings. These lenses are not meant to be inclusive but to suggest questions and analyses that may yield fresh perspectives on the roles of settings in people's lives. (Contains 52 references.) (Author/SLD)

ED 445 084 TM 031 761

Seaman, Alan; Hayward, Linda
Standardized ESL Test Equating Study: Equating the CELSA and the NYSPT with the MELT SPLs.
SPONS. AGENCY- Department of Education, Washington, DC.; Illinois State Board of Education, Springfield.
PUB DATE- 00
NOTE- 83p.; "Submitted by a Coalition representing the West Suburban Area Planning Council."
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Adult Education; *Adults; *English (Second Language); *Equated Scores; Limited English Speaking; *Test Use

The purpose of this study was to equate two standardized English as a Second Language (ESL) proficiency tests, the New York State Placement Test (NYSPT) and the Combined English Language Skills Assessment (CELSA), with the Mainstream English Language Training (MELT) project Student Performance Levels (SPLs) in order to facilitate the reporting of student progress in adult ESL programs. A random sample of 593 adult ESL students was drawn from 3 programs in the western suburbs of Chicago, Illinois, that are representative of the ESL programs across the state. Between November 1998 and May 1999, the students in this sample were tested in a counterbalanced random groups design, pairing the NYSPT with the Basic English Skills Test (BEST) Oral test and the CELSA with the BEST Literacy test. In a statistical analysis, highly positive correlations were found between the two oral tests (0.85) and between the two literacy tests (0.78). Since the two sections of the BEST had already been equated with the MELT SPLs, they were used to establish SPLs for each student in the sample. These data were then used to establish score ranges for the NYSPT and the CELSA at each SPL. In addition to equating these tests statistically with the SPLs, the research team collected qualitative data in the form of surveys and interviews in order to make recommendations for how the tests might be used to report student progress in adult ESL programs. Twelve appendixes contain statistical details and the forms used in the study. (Author/SLD)

PUB DATE- 00
NOTE- 70p.; For the previous year's "Mini-Digest," see ED 434 164.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Dropouts; Educational Administration; Educational Finance; *Educational Trends; *Elementary Secondary Education; *Enrollment; Ethnic Groups; Graduates; *Higher Education; Racial Differences; Statistical Data; *Student Characteristics; Tables (Data); Teacher Characteristics; Trend Analysis

This seventh edition of the "Mini-Digest" provides a pocket-sized compilation of statistical information covering U.S. education from kindergarten through graduate school. This information is found in much greater detail in the "Digest of Education Statistics," "The Condition of Education," and "Youth Indicators." The statistical highlights provide a quantitative description of the education scene in the United States. Information is presented on: (1) enrollment in elementary, secondary, and higher education; (2) teachers and teacher characteristics; (3) educational outcomes (course-taking patterns, graduates, dropouts, literacy rates, completions, reading and mathematics performance, and college degrees); and (4) educational finance. Statistics reveal that in 1999, education was the primary occupation of more than 76 million people in the United States. This total includes about 68.1 million students enrolled in U.S. schools and colleges. About 4 million people were employed as elementary, secondary, and college teachers, and other professional, administrative, and support staff of educational institutions numbered 4.2 million. (Contains 29 tables and 12 figures.) (SLD)

ED 445 106 TM 031 788

Dispelling the Culture of Mediocrity: Expanding Advanced Placement.
PUB DATE- 00
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; *Advanced Placement; Advanced Placement Programs; *Course Selection (Students); *High School Students; High Schools

This booklet discusses the need to expand advanced placement programs for high school students and gives some examples of programs that are giving more students the opportunity to take advanced placement courses. The greatest challenge is to increase the numbers of poor and minority students taking Advanced Placement, International Baccalaureate, and other demanding courses. Research has demonstrated the connection between taking more challenging courses and greater success in college. One of the greatest challenges to expanding advanced placement programs is low expectations that suggest that rigorous classes are too hard on students. New grants from the U.S. Department of Education are designed to fund the expansion of advanced courses and programs, and state governments are also working to increase advanced placement opportunities. Many colleges and universities are cooperating with the Advanced Placement program, the International Baccalaureate, and other courses to offer a college-level curriculum to high school

Training Initiative; the Bureau of Justice Assistance's Roll Call Video: Responding to Hate Crimes; the International Association of Chiefs of Police's Responding to Hate Crimes: A Police Officer's Guide to Investigation and Prevention; the American Prosecutors Research Institute's Resource Guide, Prosecutors Respond to Hate Crimes Project; and the Maine Department of the Attorney General's Designated Civil Rights Officers Project. Collectively, the six efforts demonstrate the creativity and the deep commitment of local, state, and federal law enforcement agencies in leading the nation's effort to combat bias-motivated crime. (SM)

ED 445 128   UD 033 658

England-Joseph, Judy A.
Homelessness: Coordination and Evaluation of Programs Are Essential. Report to Congressional Committees.
PUB DATE- 99
NOTE- 152p.; Major contributors to this report are Susan Campbell, Bess Eisenstadt, Andrew Pauline, Cheri Truett, and Sherrill Dunbar.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Federal Aid; Federal Government; *Federal Programs; *Financial Support; *Homeless People; Housing Needs; *Low Income Groups; Poverty; Program Evaluation

This report presents information from a study on the needs of homeless people which (1) identified and described characteristics of federal programs targeted for homeless people and key nontargeted programs available to assist low income people generally; (2) identified amounts and types of funding for these programs in fiscal year 1997; and (3) determined if federal agencies have coordinated their efforts and developed outcome measures for their targeted programs. Of the 50 federal programs administered by 8 federal agencies, 16 are targeted for the homeless and 34 are nontargeted for low income people generally. Both types of programs offer many services (e.g., housing, health care, job training, and transportation). Over $1.2 billion in obligations was reported for programs targeting the homeless, and $215 billion in obligations was reported for nontargeted programs for low income people. Most of the funding for targeted programs is provided through project grants. A significant portion of the funding for nontargeted programs is not used for the homeless. Federal efforts to assist the homeless are being coordinated in several ways, and many agencies have established performance measures for their efforts. Eight appendixes, which comprise the bulk of this report, provide data on the programs. (SM)

ED 445 129   UD 033 662

Blank, Susan
Good Works: Highlights of a Study on the Center for Family Life.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 00
NOTE- 49p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- After School Programs; *Counseling; Elementary

Plank, Stephen B.; Young, Estelle
Lessons for Scaling Up: Evaluations of the Talent Development Middle School's Student Team Literature Program.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.; Carnegie Corp. of New York, NY.
PUB DATE- 00
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Educational Change; Educational Policy; *Middle School Students; Middle Schools; Models; Peer Teaching; Program Evaluation; *Program Implementation; Reading Comprehension; *Talent; *Urban Schools
IDENTIFIERS- *Philadelphia School District PA

Comprehensive school reform efforts are an increasingly visible part of the educational landscape. Policymakers, educators, and researchers are eager to assess the effectiveness of these models, especially regarding their utility in the most troubled settings. This paper reports results from one such reform, the Talent Development Middle School (TDMS). Focusing on reading comprehension, the report analyzes data from two Philadelphia, Pennsylvania, middle schools that have been implementing TDMS and from two comparison schools. Hierarchical linear models suggest that TDMS has had overall positive effects on achievement. In general, otherwise similar students in Talent Development schools outperform comparison students, controlling for prior achievement. However, this overall TDMS effect is neither mediated nor accompanied by a positive effect of one recommended component of the TDMS approach -- peer-assisted learning. In addition, differential effects of Talent Development by grade were found. In the two Talent Development schools, which serve grades 5 through 8, some troubling trends have been found in sixth grade results. In light of this finding, implications for model development and future research are discussed. An appendix describes the TDMS model's core curriculum in detail. (Contains 7 tables, 2 figures, and 23 references.) (Author/SLD)

ED 445 149 UD 033 746

Pioneer Initiatives To Reform Education Support Programs. A Center Report.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Washington, DC. Maternal and Child Health Bureau.
PUB DATE- 00
NOTE- 74p.; Based on discussions at a meeting hosted by the Center for Mental Health in Schools (Los Angeles, CA, May 22, 2000). For materials submitted by the initiatives participating, see UD 033 747.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Change; Elementary Secondary Education; Financial Support; Public Schools; *School Restructuring; *Urban Schools
IDENTIFIERS- *Reform Efforts

This report extrapolates basic implications from work being done by pioneer initiatives to reform education support initiatives. Pioneer initiatives around the United States are demonstrating the need to rethink how schools and communities can meet the challenge of addressing persistent barriers to student learning. This report stresses the need to expand school reform, restructuring education support programs under the

SPONS. AGENCY- John D. and Catherine T. MacArthur Foundation, Chicago, IL.; Andrew W. Mellon Foundation, New York, NY.; Mott (C.S.) Foundation, Flint, MI.; Rockefeller Foundation, New York, NY.; Spencer Foundation, Chicago, IL.
PUB DATE- 98
NOTE- 141p.; "Foreword by Christopher Edley, Jr."
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Admission (School); *Affirmative Action; College Entrance Examinations; *Diversity (Student); Ethnicity; Higher Education; *Minority Groups; Racial Composition; Racial Differences; School Resegregation; Selection

This book, produced by the Harvard Civil Rights Project, focuses on the consequences for student body diversity of eliminating race and ethnicity as factors in university admissions. The more specific focus is on what would happen if college admissions relied entirely on traditional quantitative measures of academic achievement and promise, such as test scores and grade point average. This collection does not address in detail fixing the K-12 pipeline, which civil rights conservatives argue is an adequate substitute for affirmative action in university admissions. The heart of the case for diversity-based affirmative action in admissions (and employment) is that while the attempt to repair the pipeline continues, institutions cannot be allowed to undermine their educational and social missions by excluding capable under-represented minorities. The papers are: (1) "Campus Resegregation and Its Alternatives" (Gary Orfield); (2) "Misconceptions in the Debate Over Affirmative Action in College Admissions" (Thomas J. Kane); (3) "No Alternative: The Effects of Color-Blind Admissions in California" (Jerome Karabel); (4) "Hopwood in Texas: The Untimely End of Affirmative Action" (Jorge Chapa and Vincent A. Lazaro); (5) "The Hopwood Chill: How the Court Derailed Diversity Efforts at Texas A&M" (Susanna Finnell); (6) "Notes from the Field: Higher Education Desegregation in Mississippi" (Robert A. Kronley and Claire V. Handley); (7) "Race and Testing in College Admissions" (Michael T. Nettles, Laura W. Perna, and Catherine M. Millett); (8) "Testing a New Approach to Admissions: The Irvine Experience" (Susan A. Wilbur and Marguerite Bonous-Hammarth); and (9) "An Admissions Process for a Multiethnic Society" (Greg Tanaka, Marguerite Bonous-Hammarth, and Alexander W. Astin). Each paper contains references. (Contains 25 tables and 6 figures.) (SLD)

ED 445 171 UD 033 773

Orfield, Gary; Yun, John T.
Resegregation in American Schools.
SPONS. AGENCY- John D. and Catherine T. MacArthur Foundation, Chicago, IL.; Ford Foundation, New York, NY.; Mott (C.S.) Foundation, Flint, MI.; Spencer Foundation, Chicago, IL.
PUB DATE- 99
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Black Students; Educational Trends; Elementary Secondary Education; *Hispanic American Students; Minority Groups; *Racial Composition; *School Resegregation; Suburban Schools; Trend Analysis; Urban Schools
IDENTIFIERS- African Americans; *Latinos

This report focuses on four important trends. The first is that account of the current curriculum provision for students age 14-19 years and highlights the Award Scheme Development and Accreditation Network (ASDAN), one successful example of teacher-led innovation. The book highlights not only the professional imagination but also what it can achieve. There are eight chapters: (1) "History of Curriculum Control"; (2) "Professional Autonomy"; (3) "Curriculum Ideologies and Underpinning Values"; (4) "International Comparisons"; (5) "The Curriculum Map"; (6) "Teachers as Curriculum Innovators"; (7) "The Profession's Perspectives"; and (8) "The ASDAN Award Scheme: A Case Study of Teacher-Led Curriculum Development." Respondents to a questionnaire survey are appended. (SM)

ED 444 956   SP 039 407

Blacker, David J.
Dying To Teach: The Educator's Search for Immortality. Advances in Contemporary Educational Thought Series, Volume 18.
PUB DATE- 97
NOTE- 160p.; Foreword by Jonas F. Soltis.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Educational Philosophy; Elementary Secondary Education; Hermeneutics; *Teacher Influence; Teachers; Teaching (Occupation)
IDENTIFIERS- *Caring; *Immortality

This book offers both an intellectual history and a sustained argument for the inescapability of education's immortality agenda. It seeks a Hegelian synthesis of common ideas about living in one's students by giving them something of oneself, developing the image of immortality as an a-temporal, mythic, meaning-making, relational enterprise. Chapter 1, "Education and the Longing for Immortality," discusses education as immortality, classical roots, contemporary Platonists and Sophists, the problem of egotism, and working toward equilibrium. Chapter 2, "Immortality Alone," discusses death's distance and return, education and finitude, education as immortality, learning the science of immortality, and awakening to the voice of the other. Chapter 3, "Living through Others," discusses teaching and the transivity of living on, teacher influence as a mode of caring, caring and the truth of teaching, and education, authenticity, and immortality. Chapter 4, "The Mechanics of Immortality," discusses the race against time, the magic of ritual, and hermeneutics and the retrieval of meaning. Chapter 5, "Further Questions," presents two closing questions. (Contains approximately 190 references.) (SM)

ED 444 957   SP 039 408

Koehnecke, Dianne Swenson
Innovations in Teacher Preservice Programs.
PUB DATE- 00
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Early Childhood Education; Educational Innovation; Elementary Education; *Field Experience Programs; Higher Education; *Preservice Teacher Education; Special Education; Student Teaching

This paper describes a preservice elementary education program

ED 444 976   SP 039 433

Edwards, Sarah; McNamara, Karen; Carter, Kathy
Teacher Education: Preparing Teachers for Diversity.
PUB DATE- 00
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Case Method (Teaching Technique); *Consciousness Raising; *Cultural Awareness; Culturally Relevant Education; *Diversity (Student); Elementary Secondary Education; Higher Education; Multicultural Education; Preservice Teacher Education; Student Teacher Attitudes; Student Teachers
This qualitative case study documents how one student teacher was able to enrich her understanding of what it means to work in a multicultural environment. The study examined what the student teacher considered to be culturally responsive teaching and how she described culturally responsive teaching. As part of a larger study, she read 12 teaching cases on culturally relevant teaching and wrote a well-remembered event (WRE) in order to gain understanding of her beliefs about culturally responsive teaching. This led to the creation of categories and concepts that enabled her to engage in reflective discourse on issues related to diversity. The categories were interaction, ownership, accommodation, and opportunity. The student teacher noted three reasons for her struggle to incorporate culturally relevant teaching techniques: not taking the chance to try her ideas, being prevented from trying the ideas, and trying the ideas with no noticeable student response. The study shows that teaching cases offer a powerful tool for giving voice to preservice teachers and provide a means for preservice teachers to discuss ways that these beliefs may be enacted in future practice. The WREs and teaching cases provided the student teacher with the means for personal reflection. (Contains 32 references.) (SM)

ED 444 977   SP 039 434

Harris, Charlotte Matthews
Towards a Caring Community: Modeling, Dialogue, Practice, and Confirmation.
PUB DATE- 00
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; Higher Education; Inquiry; Preservice Teacher Education; Reflective Teaching; Self Evaluation (Individuals); Student Empowerment; *Teacher Collaboration; Teacher Educators; *Teacher Student Relationship
IDENTIFIERS- *Learning Communities; Teacher Knowledge
A teacher educator, engaged in ongoing practitioner inquiry to explore self as well as program, examines her evolution as a teacher of teachers through reflection, systematic inquiry, and collaboration. Relating autobiographically, she conjures up her professional stories and listens to her voice in an effort to define and refine her role, reflect upon and adjust her practice, construct her own professional knowledge, and enact

Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Curriculum; Elementary Secondary Education; *Governance; Higher Education; Pedagogical Content Knowledge; *Physical Education Teachers; Preservice Teacher Education; *Program Evaluation; *Teacher Attitudes
IDENTIFIERS- Teacher Knowledge

This study identified 18 physical educators' perspectives on 3 critical elements of physical education teacher education (PETE) governance, curriculum, and evaluation. Data were collected through 90-minute audiotaped interviews. Establishment of data trustworthiness was achieved through triangulation by using member checks and a peer debriefer. Data were analyzed using analytic induction and an interpretive analytical framework. As themes emerged from the data, they were checked with participants for comment and validation. Results revealed that teachers perceived the knowledge of learners, content knowledge, and pedagogical content knowledge as the most important pieces of information that undergraduates should receive in the PETE program. They believed methods classes were the most effective courses that undergraduates could take. Believing early field experiences to be important in preparing physical educators, the practitioners felt that early field experiences should be longer in duration, occur earlier in the program, occur more often in the curriculum, and be conducted at schools of varying characteristics. Practitioners felt qualified, but excluded, in the governance of teacher education. They believed they would be able to provide help in evaluating a teacher preparation program, but had yet to be asked. (Contains 52 references.) (Author/SM)

ED 444 997   SP 039 459

McCullick, Bryan A.
Practitioners' Perspectives on Physical Education Teacher Preparation Participants.
PUB DATE- 99
NOTE- 44p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cooperating Teachers; Elementary Secondary Education; Higher Education; *Physical Education Teachers; Preservice Teacher Education; *Teacher Attitudes; *Teacher Characteristics; *Teacher Educators

This study examined 18 physical educators' perspectives on the requisite characteristics needed for participants in physical education teacher education. Participants completed interviews, and data were analyzed using analytic induction. Interpretivism and teacher socialization theories were used to analyze the data. Participants believed undergraduates should: possess a love for physical activity; be physically fit; possess a love for children and people; and be flexible. They also believed that in order for teacher education faculty to effectively prepare teachers, they should: be credible; display a love for physical activity; and have concern for undergraduates and their development as teachers. Finally, participants believed that cooperating teachers should: exhibit a commitment to the profession; display effectiveness as teachers; and embody such personal characteristics as honesty and adaptability. The data provide teacher educators with input in three areas: the type of student who would likely be successful as a physical

Washington Assessment of Student Learning (WASL), Grade 4 Assessment for Reading, Mathematics, Listening, and Writing. It documents the technical quality of the assessment, including the evidence for the reliability and validity of test scores. The manual's chapters are: (1) "Overview and Background"; (2) "Item Development and Content Representation"; (3) "Evidence for Validity of Inferences from Test Scores"; (4) "Scoring the WASL Open-Ended Items"; (5) "Standard Setting Procedures"; (6) "Scale Scores"; (7) "Reliability"; and (8) "Description of Performance of Grade 4 Students." Five appendixes contain information on the state's essential academic learning requirements, the test specifications, scoring criteria, and the technical advisory committee. (Contains 57 tables and 3 figures.) (SLD)

ED 445 019 TM 031 556

Test Security Procedures for Nevada Proficiency Examinations.
PUB DATE- 99
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Educational Testing; Elementary Secondary Education; *State Programs; *Testing Problems; Testing Programs
IDENTIFIERS- Nevada; *Nevada Proficiency Examination Program; *Test Security

Nevada statutes and administrative regulations specifically prohibit the disclosure of the content of examinations used in the Nevada Proficiency Examination Program. This document focuses on procedures to insure examination security. The state's test security requirements are outlined. Other sections deal with access to and copying of examination materials, and storing and distributing test materials. Security procedures during the administration of the examinations are described, and the conditions governing the eventual release of test materials are outlined. Principals must verify, on an annual basis, that the security procedures are followed in their schools. Four appendixes contain relevant state regulations, specific directions for test administration, a copy of the report used when materials have been compromised, and materials related to the administration of the High School Proficiency Examination. (SLD)

ED 445 020 TM 031 557

Nevada High School Proficiency Examinations in Mathematics, Reading and Writing, 1999-2000. Administration Manual.
PUB DATE- 99
NOTE- 54p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Educational Testing; *Graduation Requirements; *High School Students; High Schools; Mathematics Tests; Reading Tests; State Programs; Test Use; Testing Programs; Writing Tests
IDENTIFIERS- Nevada; *Nevada High School Proficiency Examinations; *Test Security

program and designing assessments for particular purposes. The accompanying CD-ROM facilitates customizing the assessments. (SLD)

ED 445 041 TM 031 646

Greenwood, Davydd J.; Levin, Morten
Introduction to Action Research: Social Research for Social Change.
PUB DATE- 98
NOTE- 274p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Action Research; *Educational Research; Epistemology; *Research Methodology; *Social Change; Social Science Research

This book defines an epistemological agenda for action research, one that challenges the conventional academic social sciences on epistemological and ethical grounds. It gives an overview of different approaches so that researchers can find their own perspectives within the field. Methodologies and fieldwork tools are described. The chapters are: (1) "Introduction: Action Research, Diversity, and Democracy"; (2) "A History of Action Research"; (3) "Action Research Cases from Practice I: The Stories of Stongfjorden and Mondragon"; (4) "Scientific Methods and Action Research"; (5) "An Epistemological Foundation for Action Research"; (6) "The Friendly Outsider: Knowledge and Skills in Action Research"; (7) "Local Knowledge, Cogenerative Research, and Narrativity"; (8) "Action Research Cases from Practice II"; (9) "Pragmatic Action Research"; (10) "Empowerment and Liberation: Southern Participatory Action Research and Contemporary Feminist Analyses"; (11) "Action Science and Organizational Learning"; (12) "Human Inquiry, Cooperative Inquiry, and Action Inquiry"; (13) "Educational Strategies"; and (14) "Participatory Evaluation and Participatory Rural Appraisal." (Contains 205 references.) (SLD)

ED 445 042 TM 031 647

Lazear, David
Multiple Intelligence Approaches to Assessment: Solving the Assessment Conundrum. Revised Edition.
PUB DATE- 99
NOTE- 190p.; Foreword by Grant Wiggins. For the first edition, see ED 398 245.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Ability; *Academic Achievement; Educational Change; Educational Practices; Educational Theories; Elementary Secondary Education; Intelligence Tests; Models; *Multiple Intelligences; Report Cards; *Student Evaluation; Test Construction; *Test Use
IDENTIFIERS- *Reform Efforts

New findings about intelligence as a set of capabilities that expand and change throughout life are changing the view of learning and necessity of assessment. This book presents a new view of assessment that is aligned with the emerging paradigm

Illinois, Memphis, Tennessee, Miami, Florida, and El Paso, Texas. These reforms have been part of the National Science Foundation's Urban Systemic Reform program. Standards-based curriculum and instructional approaches with a constructivist orientation to teaching and learning have been adopted in the four sites. In early 1999, baseline data were examined for each of the four cities at the school level. This report focuses on some initial observations from El Paso, where it is apparent that standards-based instruction is often interpreted through the lens of the high stakes test used. One unintended outcome is the practice of teaching to the test, and in El Paso, this reality is being used to provide a vehicle for teachers and students to grapple with how to respond to students' low scoring items on the Texas Assessment of Academic Skills. Some of the themes that are emerging from teachers' comments about standards-based reforms are: (1) teachers value hands-on problem-solving approaches to teaching mathematics and science; (2) teachers learn instructional strategies from engaging in hands-on staff development work; and (3) teachers can learn effective student problem-solving strategies from the students themselves. Concerns that remain in this study and the overall project are identifying the context of policies involved in the reform and discussing policy alignment as it relates to reform strategies. (SLD)

ED 445 063 TM 031 679

Ediger, Marlow
John Dewey versus Current Educational Trends (An Evaluation).
PUB DATE- 00
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Educational Philosophy; *Educational Trends; Elementary Secondary Education; *Standards; *Teacher Expectations of Students
IDENTIFIERS- *Dewey (John)

This paper analyzes and compares the experimentalist philosophy of John Dewey with a current educational emphasis which advocates high standards and high expectations for all students. Advocates of high standards and high expectations call for standards written before instruction by people removed from the local classroom. The standards are to be aligned with accompanying criterion-referenced tests and written so that they can be machine scored and so that report cards can be issued to make comparisons among school districts possible. John Dewey, however, emphasized objectives arising in context by students with teacher assistance in the classroom setting and problem solving as the major methods of teaching and learning. Students were to be involved in evaluating themselves in terms of their ability to solve identified problems, and subject matter was to be acquired as it became vital for problem solving. Each student, in Dewey's view, was to contribute in a problem-solving situation but was not to be compared with others. Other points at which the high standards movement departs from John Dewey's philosophy are identified. A particular point of difference is that high standards advocates believe strongly in testing to ascertain what students have learned, while evaluation in Dewey's problem-solving curriculum emphasizes contextualism. (SLD)

ED 445 085 TM 031 762

Bielinski, John; Ysseldyke, Jim
Factors That Lead to Misinterpretation of Trends in the Large-Scale Test Performance of Students with Disabilities: Data-Based Examples.
PUB DATE- 00
NOTE- 34p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Achievement Tests; *Disabilities; *Educational Trends; Elementary Secondary Education; Regular and Special Education Relationship; *Special Education; State Programs; Student Evaluation; *Test Interpretation; Test Results; *Testing Programs

The 1997 reauthorization of the Individuals with Disabilities Act (IDEA) included provisions specifying that states and districts must include students with disabilities in their assessment systems with reasonable accommodations, that states report on the performance of students with disabilities with the same detail and frequency they report on the performance of regular education students. Using a large longitudinal database, this study examined the effect that transitions between regular education and special education across grades had on performance trends for the special education population. The study also examined the effect that changes in exemption rates across grades for students with disabilities had on performance trends. Findings show that the highest achieving special education students left special education and were replaced by the lowest performing regular education students. The result was a substantial increase in the performance gap between regular education and special education students across grades. Furthermore, the reduction in exemption rates from testing at higher grades added to the size of the gap. (Author/SLD)

ED 445 086 TM 031 763

Fahey, Kathleen; Richter, Judith; Lesser, Lawrence; Schnelker, Diane; Omdal, Stuart
Transitions in Qualitative Inquiry--Preparing for a New Century of Research. Proceedings of the Qualitative Research Seminar Series (Greeley, CO, 1998-1999).
PUB DATE- 00
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Constructivism (Learning); *Educational Research; Elementary Secondary Education; *Qualitative Research; Seminars

This document presents the proceedings of five seminars and a symposium focusing on qualitative research. These events took place at the University of Northern Colorado during the 1998-99 academic year. The seminar series considered current and emerging qualitative research paradigms. The symposium, held after the series of seminars, concentrated on practical issues associated with the conduct of qualitative research. Each of the five seminars opened with an invited presentation. In the proceedings document, most of these presentations are followed students. Several examples show that these programs, like those sponsored by foundations, are helping greater numbers of students choose advanced placement. It is apparent, however, that the road to advanced placement should start well before high school, and even before middle school, with vocabulary development and reading achievement opportunities for young children. (SLD)

ED 445 107 TM 031 789

Kalton, Graham; Winglee, Marianne; Krawchuk, Sheila; Levine, Daniel
Quality Profile for SASS Rounds 1-3: 1987-1995. Aspects of the Quality of Data in the Schools and Staffing Surveys (SASS).
PUB DATE- 00
NOTE- 250p.; For the 1994 "Quality Profile for SASS: Aspects of the Quality of Data in the Schools and Staffing Surveys (SASS)," see ED 373 116.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Data Analysis; *Data Collection; Elementary Secondary Education; *Error of Measurement; Estimation (Mathematics); Evaluation Methods; *National Surveys; *Profiles; Research Design; *Research Methodology; Sampling; Tables (Data)
IDENTIFIERS- *Schools and Staffing Survey (NCES); Teacher Followup Survey (NCES)

A 1994 report, "Quality Profile for SASS, Aspects of the Quality of Data in the Schools and Staffing Surveys (SASS)," presented and summarized the available information about the quality of the data from the five surveys that made up the SASS in its first two rounds of data collection (1987-1988 and 1990-1991). This report updates the information from that report and incorporates information about the quality of data from the surveys of the third round of the SASS. Following an introduction, the report contains a section evaluating data quality and providing background information for each of the surveys: (1) the School Survey; (2) the School Principal Survey; (3) the Teacher Demand and Shortage Survey; (4) the Teacher Survey; (5) the Teacher Follow-Up Survey; (6) the Library Survey; and (7) the Student Records Survey. A final chapter considers the quality of data in the SASS overall. (Contains 1 figure, 91 tables, and 165 references.) (SLD)

ED 445 108 TM 031 790

SASS & PSS Questionnaires, 1999-2000.
PUB DATE- 00
NOTE- 615p.
LANGUAGE- English
EDRS Price- MF03/PC25 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Elementary Secondary Education; Mail Surveys; *National Surveys; Private Schools; Public Schools; *Questionnaires; *Research Methodology; School Libraries; School Personnel; *Teacher Supply and Demand
IDENTIFIERS- *Private School Survey (NCES); *Schools and Staffing Survey (NCES)

This publication contains the questionnaires used by the U.S. Bureau of the Census to conduct the 1999-2000 Schools and Staffing Survey (SASS) and the Private School Universe Survey

Secondary Education; *Family Programs; Foster Care; Health Promotion; *Outreach Programs; Parent Education; *School Community Programs; Urban Programs
IDENTIFIERS- *Center for Family Life NY; Foster Grandparent Program; Risk Reduction

This report summarizes findings from a comprehensive evaluation of the Center for Family Life (CFL) in Sunset Park, Brooklyn, New York. CFL provides assessment and counseling, community-school programs, parent education workshops, adult employment programs, foster grandparent programs, neighborhood foster care programs, and a thrift shop. The evaluation examined CFL's origin, mission, services, participants, staff, and obstacles to success from 1993 to 1996. Data from surveys, interviews, and observations of a variety of CFL participants indicate that CFL leaders and staff have succeeded in translating much of its mission into operations. Results depict an institution that integrates various services and adapts to the changing needs of participating families. Parents, caregivers, and young people who spoke about their experiences with CFL typically endorsed the staff and their work and described a neighborhood institution that contributes to the well-being of community members of all ages. Interviews indicated that the CFL staff is committed to agency goals and approaches. Though only limited statistical analyses were possible on the effects of CFL programs on children and families, they indicate generally positive trends. The study notes considerable consensus among the groups closest to CFL (families, staff, and CFL leaders) about what the agency is and does. (SM)

ED 445 130 UD 033 679

Finkelhor, David; Ormrod, Richard
Characteristics of Crimes against Juveniles. Crimes against Children Series. Juvenile Justice Bulletin.
PUB DATE- 00
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Numerical/Quantitative Data (110)
DESCRIPTORS- *Adolescents; Age Differences; *Crime; *Databases; *Victims of Crime; *Young Adults

This Bulletin reviews data from the Federal Bureau of Investigation's 1997 National Incident-Based Reporting System (NIBRS) data file that pertain to juvenile victims, revealing that while juveniles made up 26% of the population of the 12 states participating in NIBRS in 1997, they accounted for only 12% of the reported crime victims. At the same time, however, 71% of all sex crime victims and 38% of all kidnap victims reported to NIBRS were juveniles. Family perpetrators were 20% of the offenders against children, but they were a majority of offenders against children under age 4, and family members were disproportionately represented among kidnapers and sex offenders. The developing NIBRS database offers some welcome opportunities for analyzing and tracking juvenile crime victims. It offers both the chance to analyze changes in crime victimization patterns and opportunities to look at special categories of offenders. (Contains 13 figures.) (SLD)

ED 445 131 UD 033 681

Wiebush, Richard G.; McNulty, Betsie; Le, Thao
Implementation of the Intensive Community-Based Aftercare Program. Juvenile Justice Bulletin.

umbrella of a reform component that focuses directly on barriers to learning and development. The pioneer initiatives discussed in this report show how to use this type of enabling component and then restructure education programs from the school outward. Descriptions are given of the work of the Memphis, Tennessee City Schools, the Detroit, Michigan Public Schools, and the Los Angeles Unified School District, California. Other programs highlight reform efforts in Hawaii, Washington, and California, as well as the Urban Learning Center of the New American Schools Comprehensive School Reform Model. Appendixes list conference participants, discuss expanding the framework for school accountability, and present an example of standards for an enabling component. (Contains 216 references.) (SLD)

ED 445 150   UD 033 747

Materials from Pioneer Initiatives To Reform Education Support Programs.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Washington, DC. Maternal and Child Health Bureau.
PUB DATE- 00
NOTE- 176p.; Materials prepared for discussions at a meeting hosted by the Center for Mental Health in Schools (Los Angeles, CA, May 22, 2000). For descriptions of the initiatives, see UD 033 746.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - General (020),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Change; Elementary Secondary Education; Financial Support; Public Schools; *School Restructuring; *Urban Schools
IDENTIFIERS- *Reform Efforts

Materials in this collection were submitted by school districts and programs participating in a "summit" of leaders involved in efforts to reform and restructure education support programs. Program descriptions and supplemental materials are provided for the: (1) Memphis, Tennessee City Schools, where the reform was a comprehensive restructuring; (2) Detroit Public Schools, Michigan, where schools used resource coordinating teams and an enabling framework to support reform; (3) Los Angeles Unified School District, California, where change agents are enhancing "learning Supports" at the school cluster level; (4) Hawai'i Department of Education, where a comprehensive student support system (CSSS) is being developed; (5) Washington State Office of Public Instruction, where the concept of a "Supportive Learning Environment" is used to enhance and integrate school and community collaborations; (6) California Department of Education, which uses the concept of "Learning Support"; and (7) New American Schools' Urban Learning Centers, a school reform model that incorporates a comprehensive, multifaceted, and integrated approach to addressing barriers to learning. (SLD)

ED 445 151   UD 033 748

Rubinowitz, Leonard S.; Rosenbaum, James E.
Crossing the Class and Color Lines: From Public Housing to White Suburbia.
SPONS. AGENCY- Ford Foundation, New York, NY.; Mott (C.S.) Foundation, Flint, MI.; Spencer Foundation, Chicago, IL.; Northwestern Univ., Evanston, IL.
PUB DATE- 00

the U.S. South is resegregating after two and a half decades of increasing integration. The second is that the data show continuously increasing segregation for Latino students, who are rapidly becoming the largest minority group in the United States and who have been more segregated than African American students for several years. The third trend is evidenced in the large and increasing numbers of African American and Latino students enrolled in suburban schools, where segregation is increasing. The fourth trend is a rapid ongoing change in the racial composition of U.S. schools and the emergence of many schools with three or more racial groups. The report shows that all racial groups except Whites experience considerable diversity in their schools, but Whites are remaining in overwhelmingly White schools even in regions with very large non-White enrollments. Data are from a variety of sources. The report also documents national trends in enrollment and segregation for African American, Latino, White, and Asian students by region, state, and community type. (Contains 22 tables and 4 figures.) (SLD)

ED 445 172 UD 033 774

Florida Actions Should Improve Student Performance in High-Poverty Schools. OPPAGA Progress Report.
PUB DATE- 00
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Disadvantaged Youth; *Educational Improvement; Educational Policy; Elementary Secondary Education; Low Income Groups; Parent Participation; *Poverty; *State Programs; Urban Schools; Urban Youth
IDENTIFIERS- *Florida

The Florida State Legislature and the Department of Education have generally addressed the 1997 recommendations of the Office of Program Policy Analysis and Government Accountability (OPPAGA) for improving student performance in high-poverty schools. Recent legislation and department actions have established a stronger foundation for ensuring that all students perform to the best of their abilities. The state's school grading system now has a component that addresses the achievement of low-performing students, and student performance must now be considered in the annual performance evaluations of teachers and principals. Further, the need for parental involvement in their children's education is now addressed in teacher certification. However, the state has not yet established measurable performance standards for parent involvement. The department's Office of Family Involvement should work with the school districts to develop district indicators that measure parental involvement in the schools. An appendix contains the Florida public school grading criteria for 1998-1999. (SLD)

ED 445 173 UD 033 775

Educational Standards, Assessment and Accountability: A New Civil Rights Frontier. Summary of Policy Seminar Series.
PUB DATE- 00
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Academic Standards; Accountability; *Civil Rights;

that incorporated more time spent at school sites. The program consisted of three consecutive semesters of courses combined with fieldwork. The first semester included a methods course, a reading class, and a children's literature class. Additional time was spent in the field observing and teaching elementary students. The next semester, students took five methods courses (mathematics, science, social studies, language arts, and reading). They spent every day in their field sites and an intensive week at their assigned schools, where they were expected to teach longer projects and units. Student teaching encompassed the third and final semester of the program. Special education and early childhood education students often felt overwhelmed by the requirements of their majors as well as those of the program, so a better curriculum was designed for them. When they realized that the program's courses could help them better prepare for their roles as future teachers, the courses became more relevant to them. The program addressed specific strategies that all students could use to individualize teaching (e.g., cooperative learning and thematic projects). Today, a cohesive atmosphere exists between students in special education, early childhood education, and elementary education. (SM)

ED 444 958   SP 039 409

Snell, Jean; Swanson, Judy
The Essential Knowledge and Skills of Teacher Leaders: A Search for a Conceptual Framework.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Faculty Development; *Instructional Leadership; Knowledge Base for Teaching; *Leaders; *Leadership Qualities; Middle School Teachers; Middle Schools; Reflective Teaching; Teacher Attitudes; *Teacher Characteristics; Teacher Collaboration; Teacher Competencies; Teacher Empowerment; Teachers; Teaching Skills
IDENTIFIERS- *Teacher Knowledge; *Teacher Leadership

This paper describes a framework which captures the knowledge, skills, and dispositions of teacher leaders who demonstrate the ability to work effectively with students and peers in their own classrooms and beyond. Data come from 10 in-depth studies of recognized, urban, middle-school teachers. During the study, participants came together twice for 3-day conferences to facilitate reflection on their leadership qualities and how they acquired them. The process revealed some early themes about teacher leadership: the importance of subject matter knowledge, the commitment of teachers to working collaboratively, and the unique challenges of teaching other teachers versus students. Through interviews and portfolio reviews, other themes emerged: the role of reflection in teacher growth, the sense of empowerment they shared, and their enthusiasm for continually innovating in the classroom. Using teachers' feedback, a framework was developed that captured leadership qualities in four dimensions: expertise, collaboration, reflection, and empowerment. By following the her commitment to education feminism and transformative pedagogy. Her perspective or vision is consistent with what Noddings (1994) describes as an ethic of caring or relational ethics, and her practice is grounded in the power of community and relational knowing. Through modeling, dialogue, practice, and confirmation, she seeks to create and maintain a caring and empowering community of and for teachers, and to make education the practice of freedom. The result has been self-actualization and empowerment for her students and herself. (Author)

ED 444 978   SP 039 435

Berlak, Ann
Taking It Personally: Encountering Racism in a Cultural Diversity Course.
PUB DATE- 99
NOTE- 43p.; With Sekani Moyenda. Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Black Teachers; *Consciousness Raising; *Diversity (Student); Elementary Secondary Education; Higher Education; Minority Groups; Preservice Teacher Education; *Racial Attitudes; *Racial Bias; Racial Differences; Sex Differences; *Student Teacher Attitudes; Student Teachers
IDENTIFIERS- *African Americans; Dominant Culture

This paper describes a crisis that occurred within a course for preservice and inservice teachers, Cultural and Linguistic Diversity. The crisis occurred when students were asked to confront the effects of racism on themselves and the children they teach. It was provoked by a guest presentation by a militant African-American classroom teacher who teaches poor African-American and Chinese immigrant children. Her presentation challenged and destabilized the way that most class members saw themselves and the roles they were playing or likely to play as teachers in reproducing and transforming the existing racial, linguistic, and socioeconomic hierarchies. The result was violent anger, hurt, and argument on the part of many of the predominantly white students. However, as they processed the presentation and examined their reactions over time, the students began to see what the guest speaker was trying to tell them about white privilege and racism and why they had reacted the way they did to the speaker's rage. The presentation and resulting processing even affected how the course's teacher thought about racial dynamics and teaching about racism. (Contains 36 references.) (SM)

ED 444 979   SP 039 436

Murray, Christine E.
Exploring the "New" Unionism: Perceptions of Recently Tenured Teachers.
PUB DATE- 00
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference

educator; the characteristics that make teacher educators effective; and the characteristics that lead to being an effective cooperating teacher. The data give voice to those who practice the profession of teaching physical education on the topic of the preparation of teachers for public schools. (Contains 50 references.) (Author/SM)

ED 444 998   TM 029 716

A Study of Student Mobility in Texas Public Schools: Supplementary Data Report. Statewide Texas Educational Progress Study Report No. 3A.
PUB DATE- 97
NOTE- 124p.; For the study, see ED 424 664.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Achievement; Elementary Secondary Education; *Public Schools; *State Surveys; *Student Mobility; Tables (Data); *Transfer Students
IDENTIFIERS- *Texas

This listing is a supplement to "A Study of Student Mobility in Texas Public Schools" (Texas Education Agency), a study that examined the magnitude of student mobility in Texas public schools by reporting how many students were moving, when and where they moved, and which students moved. The study clarified the relationships between mobility and academic performance at the individual student, campus, and district levels. This listing provides detailed information on student mobility rates by county, district, and campus. Data are from 1994-1995 Texas Public Education Information Management System. The calculation method and some cautions in interpreting data for small schools are included. (SLD)

ED 444 999   TM 031 535

Tay-Lim, Brenda Siok-Hoon; Harwell, Michael
Effects of Number of Items and Examinees on Parameter Estimation in Item Response Theory: A Research Synthesis.
PUB DATE- 97
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Estimation (Mathematics); Item Response Theory; *Literature Reviews; Research Utilization; *Synthesis
IDENTIFIERS- *Item Parameters

The purpose of this paper is to illustrate how a quantitative literature review or research synthesis can be used to aggregate information in the item response theory literature to address specific research questions. The research questions focused on the magnitude of the contribution of the number of items and number of examinees to the accuracy of parameter estimates in the two-parameter item response theory model. The results from 7 studies used in the research synthesis suggest that more than 63% of the variables in a commonly used indicator of parameter estimation accuracy was attributable to these 2 factors, and that this result holds across a variety of factors. Other questions that a research synthesis might be used to address in the item response theory literature are

This manual contains a description of the procedures to be used when administering the Nevada High School Proficiency Examination in mathematics, reading, and writing. Test administrators should read and understand these instructions thoroughly before testing sessions. The parts are: (1) "General Instructions"; (2) "Instructions for Recording Demographic Data on Side One of the Students' Answer Sheets"; (3) "Mathematics Testing Instructions"; (4) "Reading Testing Instructions"; and (5) "Writing Testing Instructions." Six appendixes contain a school and district code list, answer sheet edit procedures, testing instructions for students with disabilities and English language learners, scoring instructions, and special instructions for the October test administration. An addendum is included. (SLD)

ED 445 021 TM 031 626

Spector, J. Michael
Toward a Philosophy of Instructional Design.
PUB DATE- 00
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Philosophy; Educational Theories; Elementary Secondary Education; *Instructional Design

What is the nature of instructional design? Is instructional design merely the practical application of learning theories to learning situations? What elements form the building blocks of instructional design theory and research? What assumptions about the nature of people and society are behind theories, principles, and practice? These questions arise naturally in the context of recent international discussions about foundation issues in instructional design. This paper asserts that there is an identifiable landscape (context, perspectives, issues, methods, and values) associated with instructional design. Key features of that landscape include assumptions about the nature of being a person and living in society. Without such an identifiable landscape, there is little real possibility for progress in instructional design research. (Contains 38 references.) (Author/SLD)

ED 445 022 TM 031 627

Witta, E. Lea
Four Methods of Handling Missing Data in Predicting Educational Achievement.
PUB DATE- 00
NOTE- 34p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Estimation (Mathematics); *High School Students; High Schools; *Prediction; *Research Methodology
IDENTIFIERS- *EM Algorithm; *Missing Data; National Education

of multiple intelligences. A multiple intelligence approach to assessment should grow from multiple intelligence approaches to curriculum, instruction, and learning processes. The chapters are: (1) "An Emerging New Paradigm of Assessment"; (2) "Eight Ways of Knowing: A Developmental Perspective"; (3) "Intelligence and Ability Testing Revisited: Creating Student Intelligence Profiles"; (4) "Prescriptions for Expanding and Enhancing Intelligence: Using Intelligence Profiles To Help Students"; (5) "Assessing Student Academic Progress: Toward Creating Authentic Tests"; (6) "Multiperceptual Formal Testing: Assessing Student Academic Progress"; and (7) "Classroom-Based Informal Assessment: Practices for Ongoing Evaluation of Students." An epilogue discusses "Redefining the Boundaries of Education." An appendix contains some intelligent report card models. (Contains 1 labeled figure, 15 assessment forms, numerous illustrations, and 89 references.) (SLD)

ED 445 043 TM 031 648

Leedy, Paul D.; Ormrod, Jeanne Ellis
Practical Research: Planning and Design. Seventh Edition.
PUB DATE- 01
NOTE- 317p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Educational Research; Models; Qualitative Research; Research Design; *Research Methodology; Research Reports

This book is a broad-spectrum guide, suitable for all courses in basic research. It guides the student from problem selection to completed research report with practical suggestions based on a solid theoretical framework and learning procedure. As a do-it-yourself guide, it is useful for students who are left to their own resources in executing research projects. The chapters are: (1) "What Is Research?"; (2) "Tools of Research"; (3) "The Problem: The Heart of the Research Process"; (4) "The Review of the Related Literature"; (5) "Planning Your Research Design"; (6) "Writing the Research Proposal"; (7) "Qualitative Research"; (8) "Historical Research"; (9) "Descriptive Research"; (10) "Experimental and Causal-Comparative Designs"; (11) "Statistical Techniques for Analyzing Quantitative Data"; and (12) "Technical Details: Style, Format, and Organization of the Research Report." (Contains 17 tables, 44 figures, and 103 references.) (SLD)

ED 445 044 TM 031 650

Boulmetis, John; Dutwin, Phyllis
The ABCs of Evaluation: Timeless Techniques for Program and Project Managers.
PUB DATE- 00
NOTE- 207p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administrators; *Educational Administration; *Evaluation Methods; *Program Evaluation

This guide demystifies the process of evaluation by explaining

ED 445 064 TM 031 680

Hill, Richard
A Success Story from Kentucky.
PUB DATE- 00
NOTE- 12p.; Paper presented at the Annual National Conference of the Council of Chief State School Officers on Large-Scale Assessment (30th, Snowbird, UT, June 25-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Feedback; *Portfolio Assessment; State Programs; *Student Evaluation; Teacher Attitudes; Teacher Role; *Testing Programs; Training; *Writing Tests
IDENTIFIERS- *Kentucky; Kentucky Education Reform Act 1990

This paper describes the intentions of educators and policymakers who implemented a new assessment strategy in Kentucky in 1991, along with its associated shortcomings and one notable success. The principle behind the assessment system was that rather than having an on-demand assessment that would inefficiently replicate the information that was already known, Kentucky would have an assessment that simply collected the already-known information. The premise was that teachers were supposed to be running their classrooms in a way that naturally resulted in assessment information, so the need for an external assessment would be changed and reduced if teachers were doing their jobs correctly. In practice, it did not work. Teachers did not change their practices much, and they did not have the needed information. Nor was there much real improvement in student achievement. The system evolved into one in which the statewide assessment program began to tell teachers what to do and how to do it. Only one part of the assessment really worked as anticipated: the writing portfolios. One reason this assessment came to work so well is that feedback from an early set of portfolios that seemed to be "way out of line" was extensively discussed and analyzed. Teacher training was revised, and teachers reduced scoring errors and elicited better work from students. Several reasons why this improvement in assessment and achievement was not possible in other subject areas are discussed. The experience of Kentucky does show that, where there is the right convergence of training, resources, and will, it is possible to create significant gains in learning. (SLD)

ED 445 065 TM 031 681

Baron, Patricia; Curley, Edward; Feigenbaum, Miriam
The Effects of Using Different Language Background Indicators on SAT I DIF Analyses.
PUB DATE- 00
NOTE- 21p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (New Orleans, LA, April 25-27, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Entrance Examinations; English; *High School Students; High Schools; *Item Bias; *Language Proficiency; Limited English Speaking
IDENTIFIERS- *Scholastic Assessment Tests; *Student Descriptive Questionnaire

by one or more commentaries on the seminar session. The following presentations are included: (1) "What Is Research? (Diane Schnelker, Christine Rogers, and Cassie Yackley); (2) "Proceedings of Qualitative Symposium: Session One" (Dale Shaw and Judy Richter); (3) "Interpretative Anthropology and Applied Research: The Case in Education" (Margaret Eisenhart); (4) "Using Photographs as Qualitative Data To Promote Organizational Change: An Interpretivist View" (James Banning); (5) "Proceedings of Qualitative Research Seminar Series Presentation" (Lawrence Lesser and Kathleen Fahey); (6) "Cooperative Inquiry: Research from an Emic Perspective" (Linda Daniel); (7) "Proceedings of Qualitative Research Seminar Series: Constructivist Paradigm" (Stuart Omdal); (8) "Proceedings of Qualitative Research Seminar Series: Constructivist Paradigm" (Kathy Cochran); (9) "The Ordinariness of Diversity: A Report of Ethnographic Fieldwork" (Michael James Higgins); (10) "Proceedings of Qualitative Research Seminar Series: Constructivist Paradigm" (Kathy Carter and Ginny Helwick); and (11) "Seminar Session 6: University of Northern Colorado Research Symposium: Summary of Activities" (Yvonna S. Lincoln). (SLD)

ED 445 087   TM 031 765

Peterson, Kenneth D.
Teacher Evaluation: A Comprehensive Guide to New Directions and Practices. Second Edition.
PUB DATE- 00
NOTE- 422p.; For the first edition, see ED 386 825.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Data Collection; Elementary Secondary Education; *Evaluation Methods; *Faculty Evaluation; Performance Factors; Portfolio Assessment; Supervisory Methods; Teacher Effectiveness; *Teacher Evaluation

This handbook advocates a new approach to teacher evaluation as a cooperative effort undertaken by a group of professionals. Part 1 describes the need for changed teacher evaluation, and part 2 outlines ways to use multiple data sources, including student and parent reports, peer review of materials, student achievement results, teacher tests, documentation of professional activity, systematic observation, and administrator reports, as well as discussions of the teacher as curriculum designer and data sources to avoid. Part 3 describes tools for improved teacher evaluation, and the evaluation of other educators is outlined in part 4. School district responsibilities and activities are described in part 5. This edition adds new chapters on: (1) the role of the principal in changed teacher evaluation; (2) how districts can transform current practice; (3) use of national standards; (4) developments in using student achievement data; and (5) the development of sociologically sophisticated teacher evaluation systems. Emphasis is placed on the use of the Internet as a resource and other new resources for local development. A list of legal cases cited is included. (Contains 343 references.) (SLD)

ED 445 088   TM 031 766

Higher Standards for All: New York State's Educational

(PSS) for the National Center for Education Statistics. SASS is a mail survey of schools, teachers, principals, and school district administrators. The PSS is a data collection program designed primarily to develop a complete list of private schools in the United States. The SASS has five main components: (1) School District Survey (formerly the Teacher Demand and Shortage Survey); (2) Principal Survey; (3) School Survey; (4) Teacher Survey; and (5) Library Survey. There are public, private, Bureau of Indian Affairs, and charter school versions of all components except the School District Survey. These surveys are included in this collection, as well as the Teacher Listing Form used to collect the names and teaching assignments of all teachers employed at SASS schools. The PSS survey is also included. In all, the collection contains 18 surveys. (SLD)

ED 445 109   TM 031 791

Report Card to the Public: A Summary of Statistics from Alaska's Public Schools, School Year 1998-1999.
PUB DATE- 00
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *Elementary Secondary Education; Professional Development; *Public Schools; Report Cards; *School Statistics; *Standards; State Programs; *Testing Programs
IDENTIFIERS- *Alaska

This report card contains information on the status of public education in Alaska. Data are organized around the four key elements of the Alaska Quality Schools Initiative: (1) high standards and assessments; (2) quality professional standards; (3) family, school, business, and community networks; and (4) school excellence standards. A statewide profile presents some basic information about the state's 53 school districts and 503 public schools and describes progress made toward each of the key elements of the Quality Schools Initiative, including standardized test results. A table presents an outline of the characteristics of each school district. Attachments contain a list of data sources for the report and a list of Alaska school districts and superintendents. (SLD)

ED 445 110   TM 031 792

Basic Facts about Wisconsin's Elementary and Secondary Schools, 1999-2000.
PUB DATE- 00
NOTE- 623p.
LANGUAGE- English
EDRS Price- MF03/PC25 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Finance; *Elementary Secondary Education; *Enrollment; Expenditures; Income; Public Schools; School Districts; *School Statistics; State Aid; Tables (Data)
IDENTIFIERS- *Wisconsin

This document contains information about Wisconsin's public elementary and secondary schools in the following sections: (1) school district associations (the location of schools and districts); (2) statewide summary tables for nonfiscal data such as enrollment by grade level and ethnicity; (3) student

PUB DATE- 00
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adolescents; Community Programs; *Correctional Rehabilitation; *Institutionalized Persons; Juvenile Justice; Prevention; Program Implementation; Recidivism; *Young Adults

Effective aftercare interventions are the key to preventing recidivism among juvenile offenders. In 1987, the Office of Juvenile Justice and Delinquency Prevention established a research and demonstration program to develop, assess, and disseminate an intensive aftercare program targeted at these offenders. This program, the Intensive Aftercare Program (IAP), seeks to reduce recidivism among high-risk juvenile parolees by providing a continuum of supervision and service during institutionalization and after release. This Bulletin provides an overview of the IAP model and describes its implementation over the first 3 years by participating sites in Colorado, Nevada, and Virginia (A New Jersey project was dropped as a demonstration site). The Bulletin also assesses the extent to which the implementation has been successful and identifies the factors that facilitate implementation and those that impede it. Among the special services designed for IAP youth are structured life skills curricula, anger management training, peer group counseling, and family counseling. Evaluation of the IAP programs shows that the demonstration programs in Colorado, Nevada, and Virginia have implemented programs that reflect their program designs and the intent of the IAP model and have resulted in supervision and services for IAP youth that are quite different from those received by regular parolees. While implementation cannot be characterized as "complete" or problem-free in these three sites, the strengths of the programs in these states have outweighed the shortcomings. (SLD)

ED 445 132   UD 033 727

Duncombe, William; Yinger, John
Financing Higher Standards in Public Education: The Importance of Accounting for Educational Costs. Policy Brief, No. 10.
PUB DATE- 98
NOTE- 32p.; Version of this brief presented at a conference sponsored by the Committee for Education Finance of the National Research Council (Irvine, CA, January 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Standards; *Cost Estimates; *Educational Finance; Elementary Secondary Education; Financial Support; Performance Based Assessment; *Public Schools

This policy brief explains why performance focus and educational cost indexes must go hand in hand, discusses alternative methods for estimating educational cost indexes, and shows how these costs indexes can be incorporated into a performance-based state aid program. A shift to educational performance standards, whether these standards are targets or are embedded in a foundation aid program, can be neither fair nor effective unless it recognizes the variation in the cost of education. Using data from New York State, the brief shows that controlling for costs in the design of school aid formulas is crucial to enable central cities to reach educational adequacy standards. This paper uses an approach to educational cost

NOTE- 230p.; "With Shirley Dvorin, Marilynn Kulieke, Alicia McCareins, and Susan Popkin. And with a Foreword by Alex Kotlowitz."
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Blacks; *Housing; *Human Services; Low Income Groups; *Minority Groups; *Residential Patterns; Residential Programs; *Suburbs; Urban Youth
IDENTIFIERS- African Americans; *Illinois (Chicago)

In 1976, thousands of low-income African Americans, mostly women and children, began to move out of the public housing developments of Chicago, Illinois, to the mostly white middle class suburbs. These families were part of the Gautreaux program, one of the largest court-ordered desegregation efforts in the United States. This book tells the story of this unique venture and examines the factors involved in implementing and sustaining mobility-based programs. The chapters are: (1) "Introduction: A Modern Odyssey"; (2) "Desegregation within the City's Limits: The Scattered Site Program"; (3) "Inventing the Metropolitan-Wide Gautreaux Program"; (4) "Implementing the Gautreaux Program: Two Decades of Moving Out"; (5) "Families on the Move"; (6) "Safety First"; (7) "Social Interactions"; (8) "Schooling"; (9) "Education and Employment Outcomes"; and (10) "Conclusion: The Road Ahead." (Contains 281 endnotes and a selected bibliography of 19 sources.) (SLD)

ED 445 152   UD 033 749

Howell, James C.; Lynch, James P.
Youth Gangs in Schools. Youth Gang Series. Juvenile Justice Bulletin.
PUB DATE- 00
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Delinquency; Elementary Secondary Education; *Juvenile Gangs; *Prevention; *School Safety; *Violence

A report issued by the U.S. Department of Education (Chandler et al., 1998) analyzed the findings of the 1989 and 1995 School Crime Supplements to the National Crime Victim Survey, each of which was distributed to approximately 10,000 students. Findings of these surveys and other data sources show that gangs are very prevalent in schools, with 37% of students surveyed in 1995 reporting gangs in their schools. This number included nearly two-thirds of the Hispanic students, almost one half of the Black students, and one-third of the White students. The analysis showed a fairly high level of consensus among students with respect to indicators of youth gangs. Students also reported that most of the gangs they see at school are involved in criminal activities, and students said that about 8% of gangs are involved in violence, drug sales, and carrying guns. The presence of gangs was correlated with criminal activity and the use of self-protective measures that indicate an atmosphere of perceived danger in the school environment. Analyses also confirmed a positive correlation between student victimization of all types and gang presence. Findings show the need for school security measures in conjunction with other measures to combat gangs in schools. (Contains 9 tables and 13 references.) (SLD)

ED 445 153   UD 033 750

Disadvantaged Youth; Educational Assessment; Educational Policy; Elementary Secondary Education; *Hispanic American Students; *Student Evaluation
IDENTIFIERS- *Latinos

A series of four policy seminars was held in 1999 to discuss suggestions to ensure that Latino children reap the benefits of standards-based accountability and to illuminate related issues for the educational system. This report summarizes those seminars. The first was "Educational Standards, Assessment and Accountability: A New Civil Rights Frontier," a session that laid the groundwork for subsequent discussions of the standards movement and its impact on the educational attainment of Hispanic students. The second seminar, titled "Assessment as a Learning Tool: From Hope to Reality" included a discussion of testing practices and accountability systems that promote educational excellence. The third seminar, "Current Policies and Practices in Assessing English Language Learners," focused on the controversy that continues to surround language in the United Sates and the impact of national, state, and local policies and effective practices on Latino students. The final seminar, "A Look at Current State Practices," focused on the efforts of state and local policymakers and the challenges they face as states progress toward full implementation of educational reform. This summary synthesizes information and recommendations from all of the seminars and identifies promising and worrying trends in educational policy and practice affecting Latino students. (SLD)

ED 445 174 UD 033 779

O'Hare, William P.
Teen Childbearing in America's Largest Cities. A KIDS COUNT Working Paper.
PUB DATE- 99
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adolescents; *Birth Rate; *Early Parenthood; *Pregnancy; Trend Analysis; *Urban Youth

This paper examines teen births during the period from 1991 to 1996, a period chosen because teen births started to decline in 1991 and 1996 was the most recent data year available. In most cities, the number of births to teens decreased in this period, but in a small number of cities, the number of births to teenagers increased. It is not clear whether increases in the number of births reflect an increase in the rate at which teens are having babies or an increase in the number of teens. When one looks at the birth rate for teens, the figures vary widely. Several cities with relatively low teen birth rates are cities with relatively large Asian American populations; several cities with relatively high teen birthrates are cities with relatively large Hispanic populations. However, this is not always the case. In many ways, the racial composition of a city seems to be related to the teen birth rate in ways that make sense given the nationwide shifts between 1991 and 1996. Overall, the data show that the big cities have been leading the national reduction in teenage childbearing. (SLD)

ED 445 175 UD 033 780

Steuerle, C. Eugene, Ed.; Ooms, Van Doorn, Ed.; Peterson, George E., Ed.; Reischauer, Robert D., Ed.
Vouchers and the Provision of Public Services.

teachers' career paths, the study found that as the teachers developed high levels of skill in each of the four domains, they emerged as leaders. The importance of professional development experiences in cultivating participants' expertise, collaborative and reflective skills, and sense of empowerment is noted. (Contains 24 references.) (SM)

ED 444 959 SP 039 410

Beisser, Sally; Kurth, Jason; Reinhart, Paul
The Teacher as Learner: An Undergraduate Student and Faculty Mentorship Success.
PUB DATE- 97
NOTE- 9p.; Paper presented at the International Conference of the Society for Information Technology in Teacher Education (Orlando, FL, February 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Literacy; *Computer Uses in Education; *Educational Technology; Elementary Education; Higher Education; *Mentors; Preservice Teacher Education; Preservice Teachers; Teacher Educators; Teacher Student Relationship; Undergraduate Students

This paper describes an effective mentoring approach involving an undergraduate preservice teacher and a college instructor designed to increase the instructor's computer literacy. The mentoring effort placed the teacher as learner and the undergraduate student as technology mentor. The pair established weekly meeting times and shared goals and objectives for their collaborative sessions. The mentoring relationship provided a risk-free atmosphere within which the teacher could ask basic questions. Initially, the student provided assistance in response to the teacher's very basic computing questions, but eventually, the student introduced more complex productivity tools. The collaboration resulted in the teacher's increased technological competencies which could be applied in an undergraduate teacher preparation course. The teacher went from using technology in very basic ways to infusing technology to enhance academic content and skill areas involving thinking, decision making, and problem solving. The student felt that the mentorship included three important elements of effective technology use: using positive reinforcement appropriately, supporting faculty as they set personal and professional technology goals, and applying a lesson from higher education (individualize technology supervision). (Contains 24 references.) (SM)

ED 444 960 SP 039 411

SALT WORKS, School by School: A School-Centered Plan To Improve Teaching and Learning. Book One.
PUB DATE- 99
NOTE- 17p.; Prepared under the leadership of Commissioner Peter McWalters.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Quality; Elementary Secondary Education; Peer Evaluation; Quality Control; *Teacher Associations; Teacher Attitudes; Teacher Evaluation; *Tenured Faculty; *Unions
IDENTIFIERS- Rochester City School District NY

A study analyzed recently tenured teachers' perceptions about union reform, examining factors shaping their beliefs and noting efforts of Rochester, New York's Rochester Teachers' Association (RTA) to promote reform and foster new leadership. Newly tenured teachers completed interviews on: the RTA's role; a description of the RTA; what influenced their views about the RTA and teachers' unions; what changes should be made by teachers' unions; RTA efforts that go beyond traditional union activities; teachers' and unions' roles in evaluating and improving teaching quality; RTA initiatives of interest; involvement in union leadership; reasons for becoming involved in unions; professional association memberships; and issues for future planning. Teachers had various views about their union. It was an important source of power but also a bureaucracy. The union's advocacy and negotiating functions were well established in teachers' minds. Far less developed was the function as quality control agent. The RTA had experimented with peer review, and teachers were split in preferring peer versus administrator evaluation. Teachers believed the building faculty representative's role was: enrolling faculty as members, keeping faculty informed about RTA activities, representing teachers' interests and needs, stimulating active participation in RTA work, acting as a consultant to members, and keeping records. (SM)

ED 444 980 SP 039 439

Geiger, Brian F.; Myers, Ouida; Atchison, Jody H.; LaFollette, Judy L.
Developing Health-Literate Citizens through the Alabama Course of Study in Health Education: Moving from Facts to Actions.
PUB DATE- 00
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Comprehensive School Health Education; *Curriculum Development; Elementary Secondary Education; *Physical Education; Public Education; State Standards
IDENTIFIERS- Alabama

This paper describes the development of an updated state curriculum for health education in Alabama. The process involved: (1) selecting 24 members to the Health Education and Physical Education State Course of Study Committee; (2) forming two working subcommittees (for health education and physical education); (3) understanding task requirements as specified by the Alabama State Board of Education; (4) determining the direction and focus of the Course of Study; (5) drafting K-12 health literacy goals and content standards using the National Standards for Health Education as a guide; (6) building community support for proposed curriculum goals and content standards through public hearings and access to the draft document; and (7) presenting to the Alabama State Board of Education a draft document reflecting consensus standards in January 1997. The document was adopted the following month. After detailing the seven steps, the paper discusses difficulties in the process of writing the course of study, described. (Contains 13 tables and 31 references.) (Author/SLD)

ED 445 000 TM 031 536

Tay-Lim, Brenda Siok-Hoon; Stone, Clement A.
Assessing the Dimensionality of Constructed-Response Tests Using Hierarchical Cluster Analysis: A Monte Carlo Study.
PUB DATE- 00
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Constructed Response; Factor Analysis; *Item Response Theory; Monte Carlo Methods
IDENTIFIERS- *Dimensionality (Tests); *Hierarchical Cluster Analysis

This study explored two methods that are used to assess the dimensionality of item response data. The paper begins with a discussion of the assessment dimensionality and the use of factor-analytic procedures. A number of problems associated with using linear factor analyses to assess dimensionality are also considered. A procedure is presented for hierarchical cluster analysis in combination with a new proximity measure. A simulation was performed to study how well the different cluster methods (group average, centroid, and Ward's cluster method) recovered unidimensional and multidimensional data and whether different cluster methods over- or underestimated the number of dimensions in unidimensional or multidimensional data. In the simulation, only the centroid cluster method recovered the true dimensionality of simulated unidimensional data reasonably well and only in shorter tests. For all other conditions, the three cluster methods consistently overshadowed the true dimensionality of the simulated data. For three-dimensional data, Ward's cluster method was the best performing, and only the group average and Ward's cluster method recovered the multidimensional data well. Implications for practitioners are discussed. (Contains 6 tables and 46 references.) (SLD)

ED 445 001 TM 031 537

DeCarlo, Lawrence T.
Signal Detection with Latent Classes: A Perspective on Paper Grading.
PUB DATE- 00
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Faculty; *Grading; Graduate Students; Higher Education; *Research Papers (Students)
IDENTIFIERS- *Latent Class Analysis; *Signal Detection Theory

Signal detection theory (SDT) has been widely applied in situations where observers attempt to detect or discriminate between two or more events. The usefulness of SDT with latent classes was illustrated in the context of an educational situation that can be readily conceptualized as a signal detection task: grading term papers. The approach assumes that

Longitudinal Study 1988

Four methods of handling missing data were applied to missing values for variables selected from the National Education Longitudinal Study of 1988. Variables used were those selected by K. Singh and M. Ozturk (1999) for a study concerning high school students' academic achievement and work. Samples selected consisted of 100 cases, 300 cases, and 500 cases. The proportion of incomplete cases was manipulated to represent 30%, 50%, and 70% for each sample. In addition, composite variables were created and tested. Results indicate the expectation maximization (EM) algorithm and regression procedures provide accurate estimates under all conditions. Listwise and pairwise deletion were effective with small proportions of missing data and when composites were created. (Contains 1 figure, 8 tables, and 19 references.) (Author/SLD)

ED 445 023 TM 031 628

Spector, J. Michael; Davidsen, Pal I.
Transparency and Interaction in System Dynamics Based Learning Environments.
PUB DATE- 99
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Environment; *Interaction; *Learning; *Models
IDENTIFIERS- *System Dynamics

This paper describes issues related to interactivity and access to underlying models and representations in system dynamics based learning environments. There is some evidence to suggest that system dynamics can be used effectively to promote understanding in complex domains (P. Davidsen, 1994, 1996; Sterman, 1988, 1997). However, there is insufficient evidence to establish whether this is in fact the case. Moreover, there has been little effort to address strategic design issues pertaining to the effective use of system dynamics in promoting learning in and about complex systems. This paper reviews relevant conceptual issues in promoting learner engagement with appropriate and relevant representations for complex domains. A unifying framework is used to describe a specific framework that provides opportunities for learner interactivity and that also capitalizes on learner access to explicit models and structures. This framework is illustrated in a simulation in which participants play the role of a leader in a multiple phase project for large-scale instructional development. (Contains 3 figures and 63 references.) (SLD)

ED 445 024 TM 031 629

Williamson, David M.; Bejar, Isaac I.
Kohonen Self-Organizing Maps in Validity Maintenance for Automated Scoring of Constructed Response.
PUB DATE- 00
NOTE- 26p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (New Orleans, LA, April 25-27, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.

the components of an evaluation design. It is designed to help program or project managers understand that they are an integral part of the evaluation process and a beneficiary of the results. The book can be used in all sectors of the organizational world, including education. The chapters are: (1) "What Is Evaluation?"; (2) "Why Evaluate?"; (3) "Decision Making: Whom To Involve, How, and Why?"; (4) "Starting Point: The Evaluator's Program Description"; (5) "Choosing an Evaluation Model"; (6) "Data Sources"; (7) "Data Analysis"; (8) "Is It Evaluation or Is It Research?"; and (9) "Writing the Evaluation Report." An appendix contains "More on Data Analysis." A sample evaluation report is attached. (Contains 10 tables, 5 figures, 5 exhibits, and 19 references.) (SLD)

ED 445 045   TM 031 651

Wood, Gail
How To Study: Use Your Personal Learning Style To Help You Succeed When It Counts. The Basics Made Easy...in 20 Minutes a Day. Second Edition.
PUB DATE- 00
NOTE- 176p.; Cover page varies.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Cognitive Style; Elementary Secondary Education; Study Habits; *Study Skills; *Test Wiseness

This guide provides a survey to help readers discover their own learning styles, and then covers all the elements of study and test preparation. The guide is designed to be used 20 minutes each day so that the reader can learn to get the most out of studying. The chapters are: (1) "Getting Started"; (2) "Discovering How You Learn"; (3) "Looking and Listening"; (4) "Making Images, Making Order, Making Sense"; (5) "Learning by Doing"; (6) "Making Study Do-Able"; (7) "Knowing What You Know"; (8) "Knowing When You Don't Know"; (9) "Getting Involved in Learning"; (10) "Getting More out of Reading"; (11) "Remembering What You've Learned"; (12) "Getting the Most from a Lecture"; (13) "Getting the Most from Class Participation"; (14) "Getting the Most from a Class Discussion Group"; (15) "Making Yourself Understood"; (16) "Working with a Study Buddy"; (17) "Being Your Own Partner"; (18) "Preparing for Short-Answer Tests"; (19) "Preparing for Essay Tests"; and (20) "Knowing When You Need Help." An appendix lists some additional resources. (SLD)

ED 445 046   TM 031 652

Meyers, Judith N.
The Secrets of Taking Any Test. Second Edition.
PUB DATE- 00
NOTE- 250p.; Revised edition of "The Secrets of Taking Any Test in 20 Minutes a Day." Cover page varies.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adults; *Learning Strategies; Study Habits; *Test Anxiety; Test Coaching; Test Wiseness

This study was conducted because revisions are being considered to the language questions that currently appear in the Student Descriptive Questionnaire (SDQ) of the Scholastic Assessment Test (SAT). The current test includes two questions about language acquisition: (1) "What language did you learn to speak first (EFL)?" and (2) "What language do you know best (EBL)?" Data were derived from a standard SAT I administration in 1998-1999 at which 192,737 high school juniors and seniors were tested. The study began by considering the effects of using samples derived from the EBL question rather than the current EFL-derived samples for differential item functioning (DIF) analyses. The first analysis was of Mantel Haenszel (MH) FID item statistics, which indicated that additional verbally-loaded mathematics and verbal questions would be flagged as inappropriate if EBL-derived samples were used. SDQ response patterns and scaled score data for several racial/ethnic groups were also examined to see if these data suggested any reasons for concern. Findings suggest that if the EFL question remains as it is now worded, then no change to current SAT I procedures would be necessary. The answers A (English only) and B (English and another language) to the EFL question would continue to define the target population for SAT I DIF analyses. If the EFL questions were dropped from the SDQ, then the analyses in this study would suggest, chiefly as a result of Asian American response patterns, that EBL A is better than EBL A and B to define the target population. However, for the Hispanic group, it would be undesirable to exclude the EBL B group from SAT I DIF analyses. It seems that the EBL question as it currently appears is inappropriate to define the target population for SAT I DIF analyses no matter which responses are used. Some suggestions are offered for additional research. (Contains 11 tables and 4 figures.) (SLD)

ED 445 066   TM 031 682

Lin, Chuan-Ju; Spray, Judith
Effects of Item-Selection Criteria on Classification Testing with the Sequential Probability Ratio Test. ACT Research Report Series.
PUB DATE- 00
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Classification; Criteria; Cutting Scores; *Selection; *Test Items
IDENTIFIERS- *Sequential Probability Ratio Test (Wald)

This paper presents comparisons among three item-selection criteria for the sequential probability ratio test. The criteria were compared in terms of their efficiency in selecting items, as indicated by average test length and the percentage of correct decisions. The item-selection criteria applied in this study were the Fisher information function, the Kullback-Leibler information function, and a weighted log-odds ratio. Also examined were the effects of the cutoff scores, the width of the indifference region, the item pool size, and the item exposure rate under the different item-selection criteria. Three types of selection criteria, 3 different cutting points, 11 indifference regions, 2 different item pool sizes, and 3 item exposure rates were examined. The results of the computer simulations showed that the three criteria yielded very small differences in the outcome measures, regardless of the conditions imposed. (Contains 6 tables and 10 references.) (Author/SLD)

Performance Gap and Necessary Reforms.
PUB DATE- 00
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Achievement; *Academic Standards; Educational Change; *Educational Equity (Finance); Educational Finance; Elementary Secondary Education; State Programs; *State Standards
IDENTIFIERS- *New York

The focus on raising standards reflects a national trend in which New York State is considered a leader. The new requirements adopted by the State Board of Regents have generally been supported by business leaders and all major educational policy advocacy groups. There are positive signs that achievement is improving, but there is a performance gap between current levels of achievement and what will be required under the new standards. This gap, which is felt in almost every school district, is most severe in lower-wealth and urban districts. The new standards highlight both the disparities and the need to ensure that children in all schools have the support necessary to help them meet the new requirements. Raising standards is a first step to addressing the performance gap, but school finance reform is also necessary. A variety of other policies will also have to be pursued to address the performance gap, but efforts in all areas will be jeopardized if action is not taken to reform New York State's school finance system, especially the fundamental financial inequities that result in lower salaries for teachers in many of the neediest districts. (SLD)

ED 445 089 TM 031 769

Johnson, Stephen; Dulaney, Chuck; Banks, Karen
Measurement Error. For Good Measure....
PUB DATE- 00
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; Elementary Education; *Error of Measurement; Measurement Techniques; Raw Scores; *Student Evaluation; *Test Construction; *True Scores
IDENTIFIERS- *Mean (Statistics); North Carolina End of Grade Testing Program

No test, however well designed, can measure a student's true achievement because numerous factors interfere with the ability to measure achievement. These factors are sources of measurement error, and the goal in creating tests is to have as little measurement error as possible. Error can result from the test design, factors related to individual students, the testing situation, and many other sources. Some errors are test-specific. The Standard Error of Measurement concept is used to determine the range of certainty around a student's reported score. It estimates the range of scores individual students might get if they were to take the same test over and over (assuming no benefits from the repeated practice). To estimate the error for a score reported for a group, another statistic, the Standard Error of the Mean, is used. A table shows the standard error of the mean for the North Carolina End-of-Grade reading tests. It is possible to be much more confident about and staff data by educational agency; (4) the annual school cost per member; (5) distribution of state aid dollars; (6) October equalization aid estimate for 1999-2000 payment; (7) estimated state other aid; (8) high school district revenue; (9) equalized school district levy rates, 1999-2000; and (10) glossary. (Contains 17 tables.) (SLD)

ED 445 111 TM 031 793

News from ACT: ACT Scores for 2000 Maintain Gains of the '90s.
PUB DATE- 00
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Bound Students; *Core Curriculum; *Course Selection (Students); *High School Students; High Schools; Racial Differences; Scores; Sex Differences; *Test Results
IDENTIFIERS- *ACT Assessment

This news release reports that college-bound high school students in 2000 have maintained the American College Testing Program (ACT) score level reached in the last years of the 1990s. Data show the composite ACT score to be 21 (on the scale of 1-36) for the fourth consecutive year. A record number of 1,065,138 members of the high school class of 2000 took the ACT college entrance and course placement examinations. Research has shown that participation in college preparatory courses is directly related to higher levels of achievement on the ACT tests. Large differences in achievement between those who take more rigorous courses and those who take fewer are evident among all racial, ethnic, and gender groups and at all socioeconomic levels. One-fourth of the ACT tested students who hoped to enroll at a "highly selective" college had ACT scores at or below the national average, a finding that points to the need for additional college counseling. Some gender and racial differences in ACT scores are noted. (SLD)

ED 445 112 TM 031 794

HS Graduating Class of 2000 National Report. The High School Profile Report, Normative Data. A Description of the Academic Abilities and Nonacademic Characteristics of Your ACT Tested 2000 Graduates.
PUB DATE- 00
NOTE- 32p.; For the 1999 High School Profile, see ED 434 913.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Achievement Gains; College Bound Students; *College Entrance Examinations; Educational Trends; Ethnic Groups; High School Graduates; *High School Students; High Schools; Profiles; Scores; Sex Differences; *Student Characteristics; Tables (Data); *Test Results; Trend Analysis
IDENTIFIERS- *ACT Assessment

This document is a sample of the type of report that the American College Testing (ACT) Program sends high schools to reflect the characteristics of students from the schools who took the ACT Assessment during their sophomore, junior, or senior years and who graduated in 2000. Depending on the proportion of students who took the ACT Assessment, the data may or may not reflect the characteristics of the school's college bound students. The report begins with a summary of the 5-year trend of college-indexes that selects performance indicators on statistical grounds. This approach determines which performance indicators are valued by voters, as shown by their correlation with property values and school spending. It then uses these indicators in an index of educational performance that is a weighted average of the statistically significant performance indicators in which the weights reflect the value voters place on each indicator. For New York, this approach leads to an index based on three performance indicators: (1) the average share of students above the standard reference point on third and sixth grade standardized tests for mathematics and reading; (2) the share of students who receive the demanding New York Regents diploma; and (3) the graduation rate. (Contains 2 figures, 11 endnotes, and 27 references.) (SLD)

ED 445 133   UD 033 728

Curtin, Sally C.; Martin, Joyce A.
Births: Preliminary Data for 1999.
PUB DATE- 00
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Birth; Birth Rate; Demography; *Minority Groups; *Racial Differences; Tables (Data); Urban Youth

This report presents preliminary data for 1999 on births in the United States. U.S. data on births are shown by age, race, and Hispanic origin of the mother. Data on marital status, prenatal care, cesarean delivery, and low birthweight rate are also presented. Data are based on a more than 97% sample of births for 1999. The crude birth rate in 1999 was 14.5% per 1,000 population, a slight decline from 1998 (14.6), returning to the level of 1997. However, the fertility rate, limited to women aged 15 to 44 years, was 65.8 in 1999, a slight increase over the rate for 1998. The birth rate for teenagers continued to decline for 1998-1999, dropping 3% to 49.6 births for 1,000 females aged 15 to 19 years. The 1999 rate for teenagers is 20% lower than the recent high point in 1991. Birth rates for 15-19 year-old Hispanics remained substantially higher than that of other groups. While birth rates for women aged 20 to 24 years declined slightly between 1998 and 1999, both rates for women in their 30s and 40s continued their long increase. Overall, the number of births to unmarried women was up about 1% due to the continued increase in the number of unmarried women of childbearing age. (Contains 9 tables and 12 references.) (Author/SLD)

ED 445 134   UD 033 729

Finney, Johanna
Welfare Reform and Postsecondary Education: Research and Policy Update. TANF Requirements Limit Welfare Recipients' Educational Opportunities.
SPONS. AGENCY- Mott (C.S.) Foundation, Flint, MI.; John D. and Catherine T. MacArthur Foundation, Chicago, IL.; Joyce Foundation, Chicago, IL.; Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 98
NOTE- 12p.; "Revised May 1998."
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

Andrews, Margaret; Nord, Mark; Bickel, Gary; Carlson, Steven
Household Food Security in the United States, 1999. Measuring Food Security in the United States. Food Assistance and Nutrition Research Report No. 8.
PUB DATE- 00
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Food; *Low Income Groups; *Nutrition; Poverty; *Socioeconomic Status
IDENTIFIERS- *Food Security

This report provides the most recent data on the food security of U.S. households. Preliminary estimates indicate that 89.9% of U.S. households were food secure in 1999, up 0.6 percentage points from 1995. Some 31 million Americans were food insecure: they did not have assured access at all times to enough food for an active, healthy life. In 3% of all households, one or more household members were hungry, at least some time during the year, because of inadequate resources. Between 1995 and 1999, the number of food-insecure households fell by 12%, and the number with hunger due to inadequate resources fell by 24%. Households with incomes between 50 and 130% of the poverty line were the only household types among the 30 subgroups studied to show a higher rate of food insecurity in 1999 than 1995. Appendixes contain response frequencies of households for items on the Food Security Scale, background about the Food Security measurement project, and a comparison of prevalence rates of food insecurity and hunger across years. (Contains 1 figure, 7 tables, and 13 references.) (Author/SLD)

ED 445 154 UD 033 751

Lunenburg, Fred C.; Mankowsky, Scarlett A.
Bureaucracy and Pupil Control Orientation and Behavior in Urban Secondary Schools.
PUB DATE- 00
NOTE- 45p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Behavior Patterns; *Bureaucracy; Discipline; *High School Students; High Schools; *Institutional Characteristics; *Secondary School Teachers; Urban Schools
IDENTIFIERS- *Pupil Control Ideology

Data collected from 297 teachers and 7,376 students in 20 urban high schools were used to examine relationships between dimensions of bureaucratic structure and pupil control orientation and behavior. Results of the analyses revealed two distinct patterns of rational organization. Hierarchy, rules, impersonality, and centralization comprised the first set of organizational characteristics, and specialization and expertise comprised the second set. Both pupil control orientation and behavior were positively correlated with the first set of dimensions and negatively correlated with the second set. Also, significant differences in bureaucratization, pupil control orientation, and pupil control behavior were found among the 20 high schools, suggesting that urban high schools can be differentiated based on structural components.

PUB DATE- 00
NOTE- 543p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Day Care; *Delivery Systems; *Educational Vouchers; Elementary Secondary Education; *Federal Aid; *Financial Support; Higher Education; Housing; Job Training; Preschool Education; *Social Services

Studies in this volume provide a comprehensive examination of the use of vouchers. The contributions to this book examine a variety of applications in such areas as education, child care, employment training, housing, food, and health care, and they discuss the dimensions along which vouchers should be compared to alternative delivery mechanisms. The papers are: (1) "Common Issues for Voucher Programs" (C. Eugene Steuerle); (2) "The Economics of Vouchers" (David F. Bradford and Daniel N. Shaviro); (3) "The Politics of Vouchers" (Burdett Loomis); (4) "Lessons from the Food Stamp Program" (Robert A. Moffitt); (5) "Housing Vouchers: The U.S. Experience" (George E. Peterson); (6) "Housing Vouchers: A Contribution from Abroad" (Hugo Priemus); (7) "Child-Care Vouchers and Cash Payments" (Douglas J. Besharov and Nazanin Samari); (8) "Vouchers for Federal Targeted Training Programs" (Burt S. Barnow); (9) "Vouchers for Elementary and Secondary Education" (Isabel V. Sawhill and Shannon L. Smith); (10) "Privatizing Education: Lessons from Canada, Europe, and Asia" (John H. Bishop); (11) "Vouchers and American Higher Education" (Arthur M. Hauptman); (12) "Legal and Constitutional Issues of Vouchers" (Michael W. McConnell); (13) "Grades K-12: The Legal Problems with Public Funding of Religious Schools" (Elliot M. Mincberg and Judith E. Schaeffer); (14) "Medicare Vouchers" (Robert D. Reischauer); (15) "Subsidizing Health Care for the under Sixty-Five Population" (Linda T. Bilheimer); (16) "Structured Choice versus Fragmented Choice: Bundling of Vouchers" (Robert Lerman and C. Eugene Steuerle); and (17) "A Survey of Voucher Use: Variations and Common Elements" (Paul Posner, Robert Yetvin, Mark Schneiderman, Christopher Spiro, and Andrea Barnett). Each chapter contains references. (SLD)

ED 445 176   UD 033 782

Gersten, Russell; Baker, Scott
Practices for English-Language Learners. An Overview of Instructional Practices for English-Language Learners: Prominent Themes and Future Directions. Topical Summary.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 00
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Bilingual Education; Educational Research; *English (Second Language); *Instructional Effectiveness; Limited English Speaking; Literature Reviews; Native Language Instruction; *Second Language Learning; *Teaching Methods

This review of research considers how best to teach English-language learners. A realistic appraisal of the empirical database indicates that research findings have failed to provide answers to questions about the importance of native language instruction and the best age and best methods for introducing academic instruction in English. The review

DESCRIPTORS- Academic Achievement; Academic Standards; *Accountability; *Educational Improvement; Educational Legislation; *Educational Quality; Elementary Secondary Education; Self Evaluation (Groups); State Legislation; State Standards; Teacher Competencies; Teaching Skills
IDENTIFIERS- Rhode Island

This document describes Rhode Island's School Accountability for Learning and Teaching (SALT) process. It defines SALT's vision, outlines Article 31 (which requires schools to engage in self-study and goal setting and sets rigorous requirements for schools), and explains how SALT concepts mirror and respond to Article 31 demands. SALT's vision is to invest each school with the power to assess achievement and address issues. It trusts each school to know its own shortcomings and define its path to success. It believes in partnerships for successful education. SALT is process-oriented. Its main strategy is to help schools use information to make effective changes to improve learning and teaching. It also seeks to help schools network into consortia, help districts support schools more effectively, and connect field service support to schools. SALT's three interrelated focus areas are student learning, teaching, and the school. SALT activities are organized as a cycle that includes the self-study, school improvement plan, school visits, school support and intervention agreement, and school report night for the parents and community. The guide discusses in detail what Article 31 requires of schools and describes how SALT WORKS can help. The 10 SALT principles are presented. (SM)

ED 444 961 SP 039 412

Smith, Christine L.
Focus on Legislation Affecting Teachers in SREB States.
PUB DATE- 00
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *Alternative Teacher Certification; *Educational Legislation; Educational Research; Elementary Secondary Education; Faculty Development; Mentors; *State Legislation; Teacher Evaluation; *Teacher Improvement; *Teacher Recruitment; *Teacher Salaries; Teacher Shortage; Teaching Skills
IDENTIFIERS- *Southern Regional Education Board

This report highlights Southern Regional Education Board (SREB) states' recent legislation affecting teachers. Section 1 examines teacher licensure and certification, looking at such action taken by states as requiring teachers to know how to use technology in order to get or renew licenses and addressing the issue of teachers' content knowledge in the subjects they teach. This section also discusses national certification. Section 2 looks at teacher recruitment, focusing on alternative certification programs, critical teacher shortage areas, and low-performing schools. Section 3 discusses teacher performance and pay, explaining that SREB states are focusing on creative, fair, effective evaluations of teachers and on providing assistance to teachers with unsatisfactory performance. States are also working to increase salaries for new and veteran teachers and to reward teachers who accept additional responsibilities. Section 4 examines support for teachers, noting that states are making considerable efforts to support new teachers through mentor programs and to provide all teachers with professional development opportunities. Section 5 which included inability to reach consensus, varying levels of understanding about school health programs, perceived mistrust of some members' unspoken agendas and expertise, and lack of shared purpose guiding committee work. The paper concludes by describing how the group overcame these difficulties and developed the course of study. (SM)

ED 444 981   SP 039 440

Ohio Teacher, Principal, and Superintendent 1999 Supply and Demand Information.
PUB DATE- 99
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Administrator Characteristics; Degrees (Academic); Elementary Secondary Education; Enrollment Trends; Incentives; Mentors; *Principals; Public Schools; Rewards; *Superintendents; Tables (Data); Teacher Certification; Teacher Characteristics; Teacher Recruitment; Teacher Salaries; *Teacher Supply and Demand; *Teachers; Teaching Conditions; Teaching Experience
IDENTIFIERS- *Ohio

This publication presents data on the supply and demand of teachers, principals, and superintendents in Ohio for 1999. A collection of 23 tables present data on: teacher salaries; teaching experience; degree status; teacher profiles; teacher licensure; full-time teacher retention; teaching conditions; Ohio's population; enrollment projections; number of educators in public schools; teacher age and experience profile; number of superintendents by age and gender; number of superintendents by experience and gender; numbers of elementary and secondary school principals by age and gender and by years of experience and gender; number of elementary and secondary school teachers by age and gender and by years of experience and gender; Ohio educator staffing trends; and projected numbers of Ohio educators to be employed, 2000-04. The publication discusses Ohio educator supply and demand and examines teacher supply and demand policy issues (e.g., mentoring for beginning teachers, targeted teacher recruitment, rewards and incentives to encourage practitioners to expand their teacher licensure areas to meet state needs, and encouraging and rewarding teacher knowledge and skill). (SM)

ED 444 982   SP 039 441

Henda, Skip
Reinventing Teacher Preparation and Licensing through Performance-Based Reform in Nevada.
PUB DATE- 00
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Change; Educational Planning; Elementary Secondary Education; Higher Education; National Standards; *Performance Based Assessment; *Preservice Teacher Education; State Legislation; *State Standards; *Teacher Certification
IDENTIFIERS- *Nevada

This paper reports on the progress of a Nevada Teacher Enhancement grant, Reinventing Teacher Preparation and Licensing through Performance-Based Reform in Nevada, toward the graders attempt to discriminate between latent classes of papers by using a decision criteria in combination with their perceptions of the quality of each paper. Three graders (a professor and two graduate assistants) graded 85 term papers from a graduate course on measurement. A fit of the latent class signal detection model indicates that the graders discriminate equally between two latent classes, but their response criteria differ. These are similar to results typically found in signal detection experiments with observed events. The findings show that SDT offers a simple summary of the graders' performance in terms of their ability to discriminate between the latent classes and their arbitrary use of grade categories. (Contains 1 figure, 2 tables, and 11 references.) (SLD)

ED 445 002 TM 031 538

Patelis, Thanos; Way, Walter D.; Elliot, Scott
Developing a Research Plan for an Online Assessment Program.
PUB DATE- 00
NOTE- 34p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (New Orleans, LA, April 25-27, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adaptive Testing; Algebra; Computer Assisted Testing; Higher Education; *Internet; Networks; *Online Systems; Planning; *Research Design; Simulation; Testing Programs
IDENTIFIERS- Large Scale Assessment

The purpose of this paper is threefold. First, the description of a research plan for a large-scale computer adaptive testing program migrating from a network to Internet version is presented. The general areas needed in such a research plan include: (1) comparability studies; (2) psychometric analyses; (3) development projects; (4) validity studies; and (5) audits. Second, some data showing the comparability between the network and Internet version of one test (i.e., Elementary Algebra) are presented. Simulations used actual test questions with previously calibrated parameters at known ability groups. The comparability results examine comparability in ability estimates, scale scores, performance levels, course placements, and content specifications. The third aspect of this paper is to suggest the use of the "Association of Test Publisher's Provisional Guidelines" in the development of a research plan. Limitations in the simulation data require additional research. Next steps to replicate the comparability studies are presented. Appendixes contain a discussion of characteristics of the Elementary Algebra test, summaries of item pool parameters, a summary of performance level statements, and an outline of system functionality specifications. (Contains 8 figures and 19 references.) (Author/SLD)

ED 445 003 TM 031 540

Ediger, Marlow
Assessing Different Philosophies of Instruction.
PUB DATE- 00
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classification; *Constructed Response; *Grading; *Scoring; Test Scoring Machines; *Validity
IDENTIFIERS- Monitoring

As the automated scoring of constructed responses reaches operational status, monitoring the scoring process becomes a primary concern, particularly if automated scoring is intended to operate completely unassisted by humans. Using actual candidate selections from the Architectural Registration Examination (n=326), this study uses Kohonen Self-Organizing Maps (SOM) to build on previous research (D. Williamson, A. Hone, S. Miller, and I. Bejar, 1998) suggesting that classification trees are a useful means of validity maintenance. Classification trees can assist in identifying sources of disagreement between human and automated scoring, identify tendencies for human graders to overlook elementary or complex solutions, and provide significant efficiency in future case selection for human intervention. Since classification trees require a criterion value of score discrepancy between human and automated scores, Kohonen SOM provide an advantage in the ability to classify solutions in similar groups through neural networks without requiring prior human grading. Results suggest that Kohonen SOM could be used to classify solutions prior to human grading and classification tree analyses, thus providing a 43% reduction in the human grading required. However, further analyses are needed to establish whether classification trees would produce similar results with a reduced sample on the basis of Kohonen SOM classifications. (Contains 3 figures, 3 tables, and 14 references.) (Author/SLD)

ED 445 025 TM 031 630

Conley, David T.
Who Is Proficient: The Relationship between Proficiency Scores and Grades.
PUB DATE- 00
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Academic Standards; College Entrance Examinations; *Evaluators; *Grades (Scholastic); Grading; High Schools; Higher Education; *Scoring; *Secondary School Teachers
IDENTIFIERS- *External Evaluation; Oregon

This paper examines the relationship between the grades teachers give their students and the scores external raters give the same students' work when using a common set of standards and criteria. Data were collected from 78 high school teachers participating in the Proficiency-Based Admission Standards System (PASS) project to establish standards for the Oregon University system. These teachers collected work from approximately 2,200 students over 1 academic year. Each teacher focused on one or two of the defined "proficiencies" in English or mathematics, and each collected multiple pieces of work from each of their students in targeted classes. Each teacher brought five to nine of these collections to be reviewed by trained reviewers, either other teachers or university professors. Findings suggest that proficiency scores are measuring something related to, but not the same as, grades.

This book is designed to help the adult learner overcome test anxiety and become an effective test taker. A survey to determine what the reader knows about test formats is followed by facts on many types of tests, help with real-world problems in test taking, reviews of writing skills for essay tests, and practice test questions. Some resources, including Internet sites, are given for additional information. The chapters are: (1) "Finding out about the Tests You Must Take"; (2) "Making a Study Plan"; (3) "Carrying out Your Study Plan"; (4) "Learning Strategies"; (5) "Coping with Test Anxiety"; (6) "Getting Mind and Body in Shape"; (7) "Managing Study Schedules"; (8) "Managing Test Days"; (9) "Psyching out the Multiple-Choice Test"; (10) "More Multiple-Choice Questions"; (11) "Questions on the Classroom Test"; (12) "Should You Guess? Often, Yes!"; (13) "Managing Your Time during the Short-Answer Test"; (14) "Preparing for Essay Questions"; (15) "Taking an Essay Test"; (16) "Writing Basics for the Essay Test"; (17) "Test Yourself: A Practice Civil Service Test"; (18) "Test Yourself: A Practice Standardized Test"; (19) "Test Yourself: A Practice Classroom Test"; and (20) "Summing Up." Appendixes contain a discussion of the test answer grid and a list of additional resources. (SLD)

ED 445 047 TM 031 653

Langdon, Danny
Aligning Performance: Improving People, Systems, and Organizations.
PUB DATE- 00
NOTE- 284p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Administration; *Evaluation Methods; Organizational Development; *Performance Based Assessment; Performance Factors; *Standards

Performance is the actual work that is done to assure that an organization achieves its mission, and aligning that performance assures that the path to the mission is harmonious. Alignment exists when all people involved understand the dimensions of the work and want to achieve and improve alignment. This book presents the "Language of Work" model and explains how to define performance, develop and implement an improvement plan, and measure and track performance. The chapters are: (1) "Introduction to Performance Alignment in Business"; (2) "The Business Sphere: Where To Apply Performance"; (3) "The Work Behavior of the Business Unit: The 'What' of Business"; (4) "The Work Behavior of Core Processes: The 'How' of Business"; (5) "The Work Behavior of Individuals: Work by Whom?"; (6) "The Work Behavior of Work Groups: The Organization of Work"; (7) "Work Standards: The Excellence of Work"; (8) "Work Support: The Health of Business"; (9) "Human Consonance: Reducing the Interference of the Human Element" and (10) "Achieving Performance Alignment in Business." (Contains 74 figures and 14 references.) (SLD)

ED 445 048 TM 031 654

9 Years of Research. CD-ROM .
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

ED 445 067 TM 031 683

Fiske, Edward B.
Education for All: Status and Trends, 2000. Assessing Learning Achievement.
PUB DATE- 00
NOTE- 76p.; For an earlier issue, see ED 380 856. Photographs may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Educational Research; *Educational Trends; Elementary Secondary Education; Foreign Countries; *Measurement Techniques; Outcomes of Education; *Status; *Student Evaluation
IDENTIFIERS- World Conference on Education for All

This fifth issue of "Education for All, Status and Trends," examines the reasons for the growing global interest in educational measurement, lays out some of the central findings of the movement, and then takes up the all-important question of how assessment of student outcomes can be put to the service of promoting quality education for all children. Research growing from the 1990 World Conference on Education for All has shown how the experience of developed and developing countries in carrying out national assessments has led to a body of general principles about how best to organize such measurement exercises and how to make the most effective use of the data they generate. Following an introduction, these principles are developed through the following sections: (1) "How Countries Measure Student Achievement"; (2) "How Measurement Can Improve Teaching and Learning"; (3) "Recent Research on the Quality of Education"; (4) "Broad Findings of Recent Research"; (5) "Factors That Contribute to Achievement"; (6) "How Countries Use Assessment To Improve Student Learning"; and (7) "Issues of Measurement." An appendix contains five statistical tables for specific world areas. (Contains 27 figures.) (SLD)

ED 445 068 TM 031 684

State Norms for the North Carolina Testing Program. 1999 Edition.
PUB DATE- 99
NOTE- 92p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Achievement Tests; Elementary Secondary Education; *State Norms; State Programs; Tables (Data); *Test Results; Testing Programs
IDENTIFIERS- *North Carolina; North Carolina Competency Tests; North Carolina End of Course Testing Program; North Carolina End of Grade Testing Program

This publication provides a reference for those interested in conducting comparative studies about North Carolina tests. It includes norms tables and other basic statistical information for all state-developed tests (state-mandated and local option tests where baseline data are available) that were administered during the current accountability cycle. The baseline norming year is shown for each test. These statistics are the product of a method that computes percentile ranks across two or more distributions. State-mandated end-of-grade test norms, open-ended assessment norms, and local option end-of-grade test norms are given for tests for grades 3, 4, 5, 6, 7, and 8.

the interpretation of the scores of groups of students on the end-of-grade tests than it is to be confident about the score of an individual student. Formulas are given for the Standard Error of Measurement and the Standard Error of the Mean. (SLD)

ED 445 090   TM 031 770

Bernholc, Alissa; Baenen, Nancy; Howell, Toni
Advanced Placement Exam Results, 1998-99. Measuring Up.
PUB DATE- 00
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; *Advanced Placement; Advanced Placement Programs; College Entrance Examinations; *High School Students; High Schools; *Racial Differences; *Test Results
IDENTIFIERS- *Wake County Public School System NC

The Advanced Placement (AP) Program allows high school students to learn subjects at a college level of difficulty. Students may receive college credit if they earn a high enough score on the AP examination typically taken at the end of an AP course. This report describes the participation and achievement of AP students in the Wake County Public School System (WCPSS), North Carolina. All WCPSS high schools offer AP courses, and overall, 17% of Wake County high school students took AP examinations in 1999. Thirty-one AP courses were offered, with five common courses offered in every school: U.S. History, Biology, English Language and Composition, English Literature and Composition, and Calculus AB. In comparison to other regions, Wake County excelled on the average score and the percent of scores of 3 or more (77.8%) for the examinations overall and most of the 31 examinations given. More female students took the AP examinations, but males (82%) were more likely to score a 3 or higher than females (75%). Black and Hispanic students were underrepresented among AP examination takers, but Hispanic students who did take the examination showed the highest percentage of scores of 3 or more. Examination score trends over 3 years are discussed, and some questions are raised about the consequences for the school district of encouraging more students to take AP courses and examinations. An attachment contains brief descriptions of the AP courses. (SLD)

ED 445 091   TM 031 771

Baenen, Nancy; Dulaney, Chuck
Can School District Classroom-Based Assessment Improve Performance on State Tests?
PUB DATE- 00
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Achievement Tests; Diagnostic Tests; *Elementary School Students; *Identification; *Low Achievement; Primary Education; Professional Development; *Profiles; Standardized Tests; *Student Evaluation
IDENTIFIERS- *North Carolina End of Grade Testing Program; *Wake County Public School System NC

bound students who took the ACT Assessment. Tables compare the average ACT scores of students who took the recommended core curriculum with those of students who did not. Other tables provide ACT scores by academic preparation for different ethnic groups and by ability level for different ethnic groups. Student satisfaction with the individual high school is reported. Other tables report mean scores and standard deviations for males and females and for different patterns of academic preparation. Information is also provided about student background characteristics, planned educational majors, and vocational choices. An appendix contains additional information about the testing process and the recommended core curriculum. Included with this document is the "Standards for Transition Summary Profile," a guide that describes what students in various score ranges are likely to know and be able to do. (Contains 15 tables.) (SLD)

ED 445 113 TM 031 795

ACT Assessment R 2000 Results: National Summary Report.
PUB DATE- 00
NOTE- 12p.; For the 1999 report, see ED 434 914.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; College Bound Students; *College Entrance Examinations; *Core Curriculum; Course Selection (Students); Ethnic Groups; *High School Students; High Schools; Higher Education; Minority Groups; *Racial Differences; Scores; Tables (Data); *Test Results
IDENTIFIERS- *ACT Assessment

This report provides information about the performance of 1999 graduating seniors nationwide in the United States who took the ACT Assessment as sophomores, juniors, or seniors. Caution is advised in applying these results because these students may not be representative of the total population of graduating seniors. Information is provided according to the level of high school coursework completed. In general, students who completed a core program tended to earn higher average scores (average composite score of 22.0) than students who did not complete core courses (average composite score of 19.5). This association holds true across racial and ethnic groups. Tables present trends in ACT composite scores for all students and across ethnic groups. (SLD)

ED 445 114 TM 031 796

ACT Average Composite by State: 2000 ACT-Tested Graduates.
PUB DATE- 00
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *College Entrance Examinations; *High School Graduates; High Schools; *Scores; *State Norms; Tables (Data); Test Results
IDENTIFIERS- *ACT Assessment

This table contains average composite scores by state for high school graduates who took the ACT Assessment in 2000. For each state the percentage of graduates taking the ACT Assessment and the average composite score are given, with the same information for those who completed the recommended core curriculum and those who did not, as well as for those students

PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Educational Policy; *Employment; Enrollment; Federal Legislation; *Females; Participation; *Postsecondary Education; State Legislation; *Welfare Recipients; Welfare Services
IDENTIFIERS- *Temporary Assistance for Needy Families; Welfare Reform

The Temporary Assistance for Needy Families (TANF) Program work requirements, part of the 1996 Personal Responsibility and Work Opportunity Reconciliation Act (PRWORA) drastically limit women's opportunities to participate in postsecondary education programs while receiving TANF funds. Unlike previous laws governing Aid to Families with Dependent Children and education and training programs, TANF does not consider higher education to be "work," requiring a larger proportion of welfare recipients to engage in work activities. This research and policy update provides current information on college enrollment and research on the economic effects of higher education for single mothers and low-income women, discusses state policies and laws as well as proposed federal and state legislation regarding higher education for welfare recipients. A survey by the American Association of Community Colleges has found precipitous declines in college enrollment among welfare recipients. The initial findings of a survey by the Center on Law and Social Policy and the Center on Budget and Policy Priorities are that welfare recipients around the United States are generally unable to count postsecondary education as a work activity, or may do so on a very limited basis. At the national level, policymakers, activists, and advocates are working to amend the PRWORA and other federal laws to improve welfare recipients' access to higher education and necessary support services. A number of advocacy groups have begun to support the access of low-income women to higher education and to offer the support services to complete their programs. Several recommendations are presented based on the materials reviewed for this update. These center on extending the amount of time welfare recipients can receive vocational education training beyond the current 12-month limit and counting class time as work activities. (Contains 20 references.) (SLD)

ED 445 135   UD 033 730

Lerner, Robert; Nagai, Althea K.
Preferences at the University of Virginia: Racial and Ethnic Preferences in Undergraduate Admissions, 1996 and 1999.
PUB DATE- 99
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Access to Education; *Admission (School); *Asian American Students; *Black Students; College Desegregation; Higher Education; *Hispanic American Students; Minority Groups; Racial Differences; *Undergraduate Students
IDENTIFIERS- *Preference Data; *University of Virginia

This study contains an analysis of admissions practices at the University of Virginia (UVA), originally reported in 1996 and updated for this report. It contains improved data from 1996 and additional data for 1999. Among the findings are that Whites and Asians admitted to the UVA have roughly the same verbal Scholastic Assessment Test (SAT) scores and high school ranks. Asian admittees on average have higher mathematics SAT scores compared to other groups. Hispanics admitted to UVA have slightly lower verbal SAT scores and high-school ranks, and

(Contains 5 tables and 83 references.) (SLD)

ED 445 155 UD 033 753

Murray, Nancy; Armandt, Kristen; Dixit, Ravi; Fitzpatrick, Michael; Garrido, Marco; Leslie, Eric; Marcelino, Sandra; McQueen, Cyrus Malik, III; Prince, Marisa; Rego, Luis; White-Hammond, Mariama; Wong, Helen
Highways into the Past: History, Organizing & Power. A Project HIP-HOP Resource for High School Students.
PUB DATE- 97
NOTE- 89p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Black History; Blacks; *Civil Rights; Curriculum; Democracy; High Schools; *Justice; *Racial Discrimination; *United States History

This curriculum, developed by a project titled "Highways into the Past, History, Organizing, and Power" (HIP-HOP), discusses the meaning of "race" in the United States and outlines the history of the civil rights movement. This resource begins with a unit that traces the concept of race as a social invention that reflects a social reality. The second and third units describe what life was like for African Americans after the period of Reconstruction and why a movement for civil and human rights was necessary. The fourth unit concentrates on the often-unnamed youth heroes who organized to resist injustice and inequality through their civil rights work. The fifth unit focuses on the way the civil rights movement has broadened into a fight for economic justice. This unit conveys a sense of what remains to be done in the fight for equality. (Contains 27 references.) (SLD)

ED 445 156 UD 033 755

Jaffe, Natalie, Ed.
Youth Development: Issues, Challenges and Directions.
SPONS. AGENCY- Edna McConnell Clark Foundation, New York, NY.; Kellogg Foundation, Battle Creek, MI.; DeWitt Wallace/Reader's Digest Fund, Pleasantville, NY.; Annie E. Casey Foundation, Baltimore, MD.; Ford Foundation, New York, NY.; Ewing Marion Kauffman Foundation, Kansas City, MO.; Surdna Foundation, Inc., New York, NY.; John D. and Catherine T. MacArthur Foundation, Chicago, IL.
PUB DATE- 00
NOTE- 322p.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- *Child Development; *Context Effect; Program Development; *Program Effectiveness; Research Reports; Research Utilization
IDENTIFIERS- *Youth Development Model

The Youth Development Project was established in 1998 as a vehicle for taking stock of and charting the issues involved in healthy youth development. This volume summarizes the project's work through papers prepared for discussions in May and October 1998 and edited for this collection. The essays in this volume are organized by three theme issues: context, evidence, and institutional challenges. The following papers are included: (1) "Unfinished Business: Further Reflections on a Decade of Promoting Youth Development" (Karen Pittman, Merita Irby, and suggests that good bilingual programs anchor curriculum goals to vocabulary development, and develop teachers' awareness and provide them with resources to allow the use of visual aids in their instruction. Good bilingual programs also use small-group cooperative learning and peer tutoring to enhance learning. They develop the skills of bilingual teachers to use students' native language strategically to reinforce academic content learning, and they use ongoing research as a resource for staff development. The review concludes that it is beneficial to use students' native language, but it should be done in a strategic manner. There is virtually no research to support the position that proficiency in a student's native language is needed before full-time instruction in English can be provided. (Contains 53 references.) (SLD)

ED 445 177   UD 033 791

Chambers, Jay; Lieberman, Joanne; Parrish, Tom; Kaleba, Daniel; Van Campen, James; Stullich, Stephanie
Study of Education Resources and Federal Funding: Final Report. Executive Summary.
PUB DATE- 00
NOTE- 35p.; For the full report, see UD 033 792, and for the technical appendix, see UD 033 793. For the preliminary report, see ED 433 601. Study conducted in collaboration with Policy Studies Associates.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Educational Finance; Elementary Secondary Education; *Federal Aid; Financial Support; Needs Assessment; Program Descriptions; *Resource Allocation
IDENTIFIERS- *Elementary Secondary Education Act; *Goals 2000
The Study of Education Resources and Federal Funding (SERFF) examined the allocation and use of funds provided to school districts and schools through the Goals 2000 and five of the largest Elementary and Secondary Education Act programs for fiscal year 1997, corresponding to the 1997-1998 school year. The six federal programs included in this study are: (1) Title I, Part A, grants to local education agencies to help disadvantaged children meet high standards; (2) Title II, the Eisenhower Professional Development Program; (3) Title III, the Technology Literacy Challenge Fund; (4) Title IV, state and local agency programs for safe and drug-free schools; (5) Title VI, innovative education program strategies; and (6) Goals 2000, state and local systemic improvement. The study examined the extent to which program funds were used for various strategies for improving student achievement, including professional development, technology, extended learning time, and schoolwide reform and improvement. These six programs provided 41 percent of total federal revenues for elementary and secondary education in 1997-1998. The report also examines the targeting of federal program funds at the district and school levels, in comparison with the distribution of state and local funds. This final report also examines the share of Title I funds used for teachers, aides, technology, and professional development. Some conclusions about the use of these funds are drawn for each program. (Contains 19 exhibits.) (SLD)

ED 445 178   UD 033 792

Chambers, Jay; Lieberman, Joanne; Parrish, Tom; Kaleba, Daniel; Van Campen, James; Stullich, Stephanie looks at other actions taken by local school boards. Section 6 describes upcoming studies on the issue. (SM)

ED 444 962 SP 039 413

Marx, Sherry
An Exploration of Pre-Service Teacher Perceptions of Second Language Learners in the Mainstream Classroom.
PUB DATE- 00
NOTE- 47p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cultural Differences; Elementary Secondary Education; Higher Education; *Hispanic Americans; *Limited English Speaking; *Mainstreaming; Minority Groups; Preservice Teacher Education; Racial Bias; Second Language Learning; *Student Teacher Attitudes; Student Teachers; *Teacher Expectations of Students; *Tutoring

This study examined the perceptions of preservice teachers tutoring non-native English speakers in a local public school. A group of 14 predominantly female preservice teachers participated, nine white and five Hispanic. Participants completed interviews asking about their tutoring experiences. Results found two common themes: most participants were led to the profession through strong, passionate desires to help others, and most shared the belief that their tutees were remarkably bright. Hispanic and white participants had clearly different perspectives on how they related to their tutees, their expectations for them, and their suggestions for intervening on their behalf. They sought to connect with their tutees through different channels. Hispanic participants were able to relate their own struggles in school with those facing their tutees. White participants were impotent when it came to assessing their tutees' needs and defining a plan to help them. They also had trouble separating language skill and cultural knowledge from ability to succeed in school. Hispanic participants held higher expectations for their Hispanic students than did their white counterparts and a more sophisticated understanding of their tutees' academic, social, and language situations. Every white participant expected their Hispanic tutee to drop out of school. (Contains 40 references.) (SM)

ED 444 963 SP 039 414

Gross, Paul R.
Politicizing Science Education.
SPONS. AGENCY- Esther A. and Joseph Klingenstein Fund, New York, NY.
PUB DATE- 00
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Constructivism (Learning); Educational Quality; Elementary Secondary Education; Environmental Education; Evolution; *Political Influences; *Politics of Education; *Science Education

This report examines issues of politicization in elementary and meeting its stated goals in the first year. The goals are: (1) Nevada will use performance-based licensing for licensing teachers; and (2) Nevada will have National Board of Professional Teacher Standards certified teachers teaching in the state. Significant progress has been made toward both goals. In addition to the first-year goals, an external evaluator has been hired, and an evaluation plan has been developed. The evaluation plan calls for continued reporting on the degree to which stated goals are met. It will also collect interview data from teachers, principals, superintendents, and other key stakeholders on their perceptions of the new standards and the degree to which they have improved the teacher induction process and quality of instruction in Nevada schools. This report describes the project status; presents budget information (actual budget expenditures for the performance reporting period); and offers supplemental information (focusing on the willingness of the stakeholders to meet together and propose solutions to problems encountered). A draft of the legislation to be adopted is appended. (SM)

ED 444 983 SP 039 442

Dorney, Judith
"Turning Anger into Knowledge": Exploring Anger and Advocacy with Women Educators.
PUB DATE- 00
NOTE- 13p.; Copyright by Advancing Women in Leadership. Reproduced with permission from the publisher. Available only online.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- Action Research; Advocacy; *Anger; Elementary Secondary Education; *Females; *Gender Issues; Higher Education; *Sex Differences; Teacher Attitudes; Teachers; *Women Faculty
IDENTIFIERS- Retreats

In exploring the connections among gender, schooling, and knowledge, this paper considers the relationships between, and the effects of silencing or expressing anger, in women and their work as educators. Data come from two action research projects: Women Teaching Girls retreats and the Exploring Gender and Knowledge. Each consisted of a series of retreats designed to enable educators to identify and reflect on how their gender socialization and gendered knowledge informed their educational practice. In both of these projects, which consisted of female teachers, counselors, administrators, and researchers (all of European American descent), the discussion of anger was prominent. While it was identified as an issue in personal relationships, it was also present in their work. Some of the women's stories are presented to offer insight into the dynamics that work to either encourage or stifle the expression of anger for some female teachers in schools. The paper notes that by having this safe place within the retreats, the women were able to work toward healing the wounds of a larger culture and dismantle institutions that work against the full and healthy development of their members. (Contains 20 references.) (SM)

ED 444 984 SP 039 444

Galassi, John P.
PDS Site Selection: Implications for Educational Reform and Restructuring.

(120)
DESCRIPTORS- Cooperative Learning; Educational Change; *Educational Philosophy; Elementary Secondary Education; *Grouping (Instructional Purposes); *Instruction; Public Schools; *Student Evaluation

Many different philosophies of education have been recommended for improving the public schools. A look at the history of education in the United States shows that the one certainty is change. A perennial question is how high standards should be set. Related questions are those of aligning learning opportunities with the standards and constructing appropriate tests. Charter schools, vouchers, phonics and whole language approaches to reading instruction, and cooperative learning are among the strategies that have been proposed to improve public school education. Some advantages and disadvantages of each are discussed. Another frequently debated question is that of heterogeneous versus homogeneous grouping for instruction. New methods of assessment, including approaches that use portfolios, are advocated. All of these are issues that need study, analysis, and synthesis to develop improved educational practices. (SLD)

ED 445 004   TM 031 541

Schuster, Tracy J.; Rozalski, Michael E.
Combining Quantitative and Qualitative Methods in Research: An Example from a Study of School Reform.
PUB DATE- 00
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrators; *Educational Change; Elementary Secondary Education; Focus Groups; Profiles; *Qualitative Research; *Research Methodology; *Special Education; *Teachers; Validity
IDENTIFIERS- *Reform Efforts; South Carolina

This paper attempts to show how the effective use of both quantitative and qualitative research methodologies can provide a more complete picture when conducting research and can serve as a means of validation. The context is research on special education reform in South Carolina. The first phase of the research project focused on constructing reform profiles of schools and school districts. Two of the four studies conducted are the focus of this paper. The first study investigated whether schools and districts could be profiled according to their general and special education reform initiatives. The focus group sample included two superintendents, six special education directors, one principal, three special education teachers, and one district director of instruction. The second study assessed the reform characteristics and practices of school districts in South Carolina and constructed general profiles that reflected similarities and differences in these characteristics and practices. Participants included all 86 South Carolina school superintendents, 97 special education directors, and 1 general and 1 special education teacher from each of 160 schools. Participants completed a survey, with a final response rate of about 43%. These two studies illustrate how incorporating qualitative and quantitative methodology and analysis creates a more complete picture of reform profiles in South Carolina's public schools. An appendix contains the interview protocol, a discussion of some themes in the studies, an interview, and theme analyses. (SLD)

The degree of correlation between the two does suggest a relatively linear relationship between scores and grades, and that the relationship is in the expected direction. Statistical analyses also indicated that the distributions of proficiency scores and grades were statistically different. Stepwise regression analyses found little relationship between the grading system a teacher used and whether or not a student was proficient. These findings make a case for the existence of grade inflation. (Contains 20 tables and 10 references.) (SLD)

ED 445 026 TM 031 631

Stevens, Joseph; Estrada, Susan; Parkes, Jay
Measurement Issues in the Design of State Accountability Systems.
PUB DATE- 00
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Accountability; Elementary Secondary Education; *Measurement Techniques; School Districts; *School Effectiveness; *State Programs; *Testing Programs

The practices, policies, and procedures used in all 50 states for evaluating school and school district effectiveness were examined, with a focus on the study of methodological and measurement issues in the collection, analysis, and reporting of information for accountability purposes. Data were collected through computerized literature and Web searches and by analyzing existing reports and documents. Most states are now engaged in the development of new assessment and accountability systems that can measure student, school, and district performance. Forty-eight states require some form of student testing, and many states are revamping existing testing systems and instruments, usually with an emphasis on "criterion-referenced" or "standards-based" instruments. A number of states have passed, or are considering, legislation providing monetary incentives for high-performing schools and sanctions for low-performing schools. If the current accountability movement is to be successful, more careful attention to the design and development of accountability systems will be needed. (Contains 54 references.) (SLD)

ED 445 027 TM 031 632

Armour, Katherine S.
The Effect of Weekly Progress Reports on Academic Achievement.
PUB DATE- 99
NOTE- 106p.; Graduate field problem report, Mercer University.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- *Academic Achievement; Black Students; *Junior High School Students; Junior High Schools; Language Arts; *Locus of Control; Report Cards; *Student Evaluation; Student Motivation; Suburban Schools
IDENTIFIERS- African Americans; *Progress Reporting

This study investigated the effect of weekly progress reports on the academic achievement of seventh grade language arts students. It also investigated the effects of weekly progress reports on locus of control attribution and the relationship between academic achievement and locus of control attribution.

PUB DATE- 00
NOTE- 0p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Non-print Media (100)
DESCRIPTORS- *Educational Research; Educational Testing; Elementary Secondary Education; Optical Data Disks; *Research Reports; *Student Evaluation; *Test Construction
IDENTIFIERS- *Center for Research on Eval Standards Stu Test CA

This CD-ROM contains more than 150 technical reports, 25 newsletters, 2 videos, numerous assessments, some scoring rubrics, guidebooks, and research articles, representing the comprehensive results and products from a long federal investment in K-12 assessment and evaluation research through the National Center for Research on Evaluation, Standards, and Student Testing (CRESST). In a partnership of the Graduate School of Education and Information Studies of the University of California, Los Angeles and the university's Center for the Study of Evaluation, CRESST focuses on the assessment of educational quality, addressing difficult problems in the design and use of assessment systems to serve multiple purposes. (SLD)

ED 445 049 TM 031 665

Venditti, Phillip N.
The Long-Term Learning Agreement: A New Assessment Tool for Educators.
PUB DATE- 00
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- College Faculty; *College Students; *Contracts; *Grades (Scholastic); Higher Education; *Student Evaluation; Student Projects

Long-term learning agreements are compacts between faculty members and students that permit students to "borrow" a grade and then pay to keep it by carrying out specified supplementary activities during an extended period after an academic term ends. These agreements can combat grade inflation, reinforce students' self-confidence, allow instructors to diversify and individualize learning experiences and pathways, and counteract the tendency of students to "take" classes the way a person "takes" medicine, by consuming it as swiftly as possible and then forgetting about it forever. The cost of the agreements is negligible, their applicability throughout the college environment is broad, and their specifications can be decided on by instructors to meet any learning objectives they choose. A sample learning agreement is attached. (Author/SLD)

ED 445 050 TM 031 666

Giraud, Gerald; Impara, James C.; Plake, Barbara S.
A Qualitative Examination of Teachers' Conception of the Just Competent Examinee in Angoff (1971) Workshops.
PUB DATE- 00
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference

Norms are given for the end-of-course (high school) tests in 10 subjects. Norms are also presented for the High School Comprehensive Tests for reading and mathematics at grade 10. A discussion of using test scores for student decisions is included, as is a glossary of testing and other statistical terms. (Contains 44 tests.) (SLD)

ED 445 069 TM 031 746

Ravelli, Bruce
Anonymous Online Teaching Assessments: Preliminary Findings.
PUB DATE- 00
NOTE- 12p.; Earlier version presented at the Annual National Conference of the American Association for Higher Education (Charlotte, NC, June 14-18, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Faculty; Computer Software; Focus Groups; Foreign Countries; Higher Education; *Online Systems; *Teacher Evaluation
IDENTIFIERS- Mount Royal College AB

Between January and April 2000, Mount Royal College in Calgary, Alberta, Canada piloted an anonymous online faculty-administered teaching assessment tool. Five instructors volunteered to participate, and 5 students from classes taught by each instructor joined them in focus groups, for a total of 30 focus group participants. The quantitative and qualitative results from the pilot are discussed and used to determine what influence, if any, the tool had on the teaching and learning environment. Preliminary findings suggest that the software was valuable from both student and faculty perspectives. (Contains 2 tables and 17 references.) (Author/SLD)

ED 445 070 TM 031 747

Weiter, William J.
Four Years of High School Completion Rates in Texas: A New Perspective on an Old Topic.
PUB DATE- 99
NOTE- 13p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (San Antonio, TX, January 21-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cohort Analysis; *Dropout Rate; *High School Graduates; High Schools; *Longitudinal Studies; Tables (Data)
IDENTIFIERS- *Texas

Critics claim that the "dropout rate" as currently used in Texas and other states captures only a snapshot of a group of students at one time. To expand ways of reporting school completion rates, detailed completion data were assembled for four cohorts of Texas high school students, the graduating classes of 1994 through 1997. Completion rates were analyzed using much the same demographic categories as used in the annual report of the Texas Education Agency. In the process, some trends and patterns were found that would not have been detected using annual even-based dropout or graduation rates. Actually replacing dropout rates with completion rates in the Texas Academic Excellence Indicator System would require a change in statute, but the additional information provided by

A study was conducted to find ways to identify Wake County, North Carolina, public school students who need additional assistance in the early grades before they would be taking the North Carolina end-of-grade (EOG) tests. Also explored was the focus of assistance, since the EOG tests do not provide diagnostic information at the individual level and are not even very reliable statistically at the individual level. The apparent solution appeared to be the use of classroom profiles developed in the Wake County Public Schools to measure reading, mathematics, and writing. These profiles had been developed with teacher input but without reliability and validity checks, yet their correlation with third-grade EOG tests was determined. The third grade EOG tests were a preliminary to the full EOG tests that follow in later years. Correlations improved with additional teacher training in the profile system. For the 1999-2000 school year, schools were given a combined list of students who might need additional assistance based on the EOG early tests and the profiles. The impression of evaluators is that multiple methods of assessing student mastery of the material that will be on the EOG tests has been a positive, although expensive, addition to student evaluation. Attachments contain the literacy assessment profile, a mathematics observation matrix, and the assessment data capture form developed for the profile system. (SLD)

ED 445 092 TM 031 772

Texas Essential Knowledge and Skills: Summary for Parents.
PUB DATE- 98
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Standards; Curriculum; Elementary Education; *Elementary School Students; *Knowledge Level; Language Arts; Mathematics; Parents; Reading; Sciences; *Skills; *State Standards
IDENTIFIERS- *Texas Essential Knowledge and Skills

The Texas State Board of Education adopted the Texas Essential Knowledge and Skills (TEKS) curriculum to ensure that all students meet the challenges of life in the new century. The information in this guide summarizes the TEKS expectations at each grade level in the foundation areas of English Language Arts and Reading, Mathematics, Science, and Social Studies. In table form, TEKS expectations are summarized in these four content areas for kindergarten and grades 1 through 5. (SLD)

ED 445 093 TM 031 773

Alaska Standards: Content and Performance Standards for Alaska Students.
PUB DATE- 00
NOTE- 66p.; For an earlier edition of the content standards, see ED 403 305.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Academic Standards; *Course Content; *Cultural Awareness; *Curriculum; Elementary Education; Graduation *Requirements; Health; Information Literacy;* Language Arts; Mathematics; Performance; Reading; School Districts; Sciences;

for whom there was no course completion data. An attachment, titled "Cautions on the Use of State Aggregate ACT Scores," explains why the list of average scores should not be interpreted as providing grounds for an explicit or implicit ranking of the various states' educational systems. Students who take the ACT are self-selected and do not represent the entire student population. (SLD)

ED 445 115 TM 031 797

The North Carolina State Testing Results, 1998-99. Multiple-Choice, Grade 3 Pretest, End-of-Grade, High School Comprehensive, and End-of-Course Tests. Reporting on the State and 117 Public School Systems and 61 Charter Schools. "The Green Book."
PUB DATE- 00
NOTE- 548p.; For the 1997-1998 test results, see ED 431 806.
LANGUAGE- English
EDRS Price- MF02/PC22 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Standards; *Achievement Tests; Biology; Charter Schools; Elementary Secondary Education; Language Arts; Mathematics Achievement; Public Schools; Reading Achievement; *Standardized Tests; State Programs; *State Standards; Tables (Data); *Test Results; Testing Programs; United States History
IDENTIFIERS- *North Carolina; North Carolina Competency Tests; North Carolina End of Course Testing Program

This document contains results for 1998-1999 for several North Carolina state testing programs. The Grade 3 Pretest is a multiple-choice reading and mathematics test administered to students in the first 3 weeks of third grade. This pretest was administered to more than 101,000 students in the beginning of the 1998-1999 school year. Results show that 67.4% of students scored at or above Achievement Level III in reading, and 74.7% scored at or above Achievement Level III on the mathematics pretest. The End-of-grade tests were developed in alignment with the North Carolina Standard Course of Study. These state-normed tests were administered to more than 569,000 students in grades 3 through 8 at the end of the school year. The percentage of students achieving at Achievement Level III or higher continued to grow, to an estimated 69.1% in 1998-1999. The North Carolina High School Comprehensive Test in reading and mathematics is administered to students in grade 10. Achievement levels continued to rise for this test in 1998-1999. End-of-course tests have been developed for 10 courses. School districts had the option of administering 5 of these tests, and more than 631,000 students took end-of-course tests in the 1998-1999 school year. Comparisons across years are not possible for these new tests. Tables present results for each of the tests, providing information by grade, region, subject, gender, and student subgroups. For each test, descriptions and sample questions are provided, and excerpts from teacher guides are presented for some tests. An appendix contains a list of the state's 61 charter schools. (Contains 126 tables and 9 figures.) (SLD)

ED 445 116 TM 031 799

Noble, Julie
Effects of Differential Prediction in College Admissions for Traditional- and Nontraditional-Aged Students. ACT Research Report Series.
PUB DATE- 00

somewhat lower mathematics scores, compared to Whites and Asians. Test scores and high school ranks for black admittees in general are much lower compared to other groups. UVA frequently rejects many White, Hispanic, and Asian applicants with higher test scores and high-school ranks than Black admittees. For all racial and ethnic groups, in-state applicants are admitted with lower test scores and high-school ranks than out-of-state applicants. On average, out-of-state Blacks are admitted with substantially lower test scores and high-school ranks than are in-state Hispanics, Asians, and Whites. The relative odds of admission to UVA show a strong preference given to Blacks over Whites, and to a lesser extent, Hispanics over Whites. For 1996, the relative odds of admission to UVA, controlling for test scores and high-school ranks, show a strong degree of preference given to Blacks over Whites (33 to 1) in 1996. For 1999 admissions data, the relative odds of admission, controlling for test scores and high-school ranks and also for legacy and in-state resident status, show an even stronger degree of preference for Blacks. A technical appendix contains the coefficients from the logistic regression of UVA admissions on several independent variables. (Contains 10 figures.) (SLD)

ED 445 136 UD 033 731

Lerner, Robert; Nagai, Althea K.
Preferences in Minnesota Higher Education: Racial and Ethnic Preferences in Undergraduate Admissions at Four Minnesota Public University Campuses.
PUB DATE- 98
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Access to Education; *Admission (School); *Asian American Students; *Black Students; College Desegregation; Higher Education; *Hispanic American Students; Minority Groups; Racial Differences
IDENTIFIERS- *Preference Data; *University of Minnesota

This study examined the extent to which racial and ethnic preferences are used in the admissions policies of a cross-section of Minnesota's public universities. It submits admissions data supplied by these universities to a rigorous statistical analysis. Findings show that there is substantial evidence that the University of Minnesota at Twin Cities (UMTC) campuses and Duluth (UMD) discriminate against White applicants in favor of minority applicants in their admissions policies. At the four public universities in Minnesota covered by this study, White admittees on average have higher American College Testing Program (ACT) composite test scores than Blacks admitted to the same schools. White-Black differences in high school percentile ranks vary. At only one of the four campuses do Blacks have a higher class percentile rank than do Whites. The relative odds of admission at UMTC and UMD show a strong degree of preference given to Blacks over Whites. Relative odds ratios show preference for Hispanics over Whites at UMTC. At three of the campuses, White students had higher ACTs than did Asian students, and relative odds ratios show that Asians receive preferences in admissions relative to Whites at UMD and UMTC. The evidence indicates that Minnesota schools would not become segregated in the absence of preferences. All of these universities, if they used a colorblind process, would have many nonwhite admittees. (Contains 23 figures.) (SLD)

Thaddeus Ferber); (2) "The Policy Climate for Early Adolescent Initiatives" (Gary Walker); (3) "A Matter of Money: The Cost and Financing of Youth Development" (Robert P. Newman, Stephanie M. Smith, and Richard Murphy); (4) "The Scientific Foundations of Youth Development" (Peter L. Benson and Rebecca N. Saito); (5) "Measuring Deficits and Assets: How We Track Youth Development Now, and How We Should Track It" (Gary B. MacDonald and Rafael Valdivieso); (6) "History, Ideology, and Structure Shape the Organizations That Shape Youth" (Joan Costello, Mark Toles, Julie Spielberger, and Joan Wynn); (7) "Juvenile Justice and Positive Youth Development" (Robert G. Schwartz); (8) "Youth Development in Community Settings: Challenges to Our Field and Our Approach" (James P. Connell, Michelle Alberti Gambone, and Thomas J. Smith); and (9) "The More Things Change, the More They Stay the Same: The Evolution and Devolution of Youth Employment Programs" (Alan Zuckerman). Each paper contains references. (Contains 11 figures and 13 tables.) (SLD)

ED 445 157 UD 033 756

A Guide to Thinking about School-Community Partnerships.
SPONS. AGENCY- California Univ., Los Angeles. Center for Mental Health in Schools.
PUB DATE- 00
NOTE- 186p.; Prepared by the Los Angeles County Planning Council's School-Community Partnerships Committee.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Achievement; Elementary Secondary Education; *Partnerships in Education; *School Community Relationship

School-community partnerships are collaborations that, under optimal conditions, blend resources of at least one school and sometimes a group of schools or a school district with resources in a given neighborhood or the larger community. Such partnerships can weave together a large number of resources and strategies to enhance caring communities that support all youth and their families to enable success in school and beyond. This guidebook underscores the "why" of school-community partnerships as it highlights their nature and key dimensions. The state of the art across the country and in Los Angeles County, California, is described. Some recommendations are made for local school and community policymakers, and steps in building and maintaining school-community partnerships are outlined. Nine appendixes contain some specific examples of school-community partnerships in action and some tools for developing a partnership and mapping resources. Two resource aids are included: "Working with Others To Enhance Programs and Services" and "Agencies and Online Resources Relevant to School-Community Partnerships." (Contains 5 tables, 3 figures, and 135 references.) (SLD)

ED 445 158 UD 033 757

Kowaleski-Jones, Lori; Duncan, Greg J.
Effects of Participation in the WIC Food Assistance Program on Children's Health and Development: Evidence from NLSY Children. Discussion Paper.
SPONS. AGENCY- Economic Research Service (USDA), Washington, DC.

Study of Education Resources and Federal Funding: Final Report.
PUB DATE- 00
NOTE- 222p.; For the executive summary, see UD 033 791, and for the technical appendix, see UD 033 793. For the preliminary report, see ED 433 601. Study conducted in collaboration with Policy Studies Associates.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Educational Finance; Elementary Secondary Education; *Federal Aid; Financial Support; Needs Assessment; Program Descriptions; *Resource Allocation
IDENTIFIERS- *Elementary Secondary Education Act; *Goals 2000

The Study of Education Resources and Federal Funding (SERFF) examined the allocation and use of funds provided to school districts and schools through the Goals 2000 and five of the largest Elementary and Secondary Education Act programs for fiscal year 1997, corresponding to the 1997-1998 school year. The six federal programs included in this study are: (1) Title I, Part A, grants to local education agencies to help disadvantaged children meet high standards; (2) Title II, the Eisenhower Professional Development Program; (3) Title III, the Technology Literacy Challenge Fund; (4) Title IV, state and local agency programs for safe and drug-free schools; (5) Title VI, innovative education program strategies; and (6) Goals 2000, state and local systemic improvement. These six programs accounted for 41 percent of total federal revenues for elementary and secondary education in 1997-1998. Four of the programs provided funding to a large majority of school districts through formula grants, and two offered competitive grants to a smaller number of districts. Data were collected from a national sample of 720 schools in 180 districts. The study examined the extent to which program funds were used for various strategies for improving student achievement, including professional development, technology, extended learning time, and schoolwide reform and improvement. The report also examines the targeting of federal program funds at the district and school levels, in comparison with the distribution of state and local funds. This final report also examines the share of Title I funds used for teachers, aides, technology, and professional development. Some conclusions about the use of these funds are drawn for each program. (Contains 142 exhibits.) (SLD)

ED 445 179 UD 033 793

Chambers, Jay; Lieberman, Joanne; Parrish, Tom; Kaleba, Daniel; Van Campen, James; Stullich, Stephanie
Study of Education Resources and Federal Funding: Final Report. Technical Appendix.
PUB DATE- 00
NOTE- 234p.; For the executive summary, see UD 033 791, and for the final report, see UD 033 792. For the preliminary report, see ED 433 601.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Collected Works - General (020),Numerical/Quantitative Data (110),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Educational Finance; Elementary Secondary Education; *Federal Aid; Financial Support; Needs Assessment; Program Descriptions; *Research Methodology; *Resource Allocation; Tables (Data)
IDENTIFIERS- *Elementary Secondary Education Act; *Goals 2000

The Study of Education Resources and Federal Funding (SERFF) secondary school science and science teaching. An introductory section introduces the issue of purposeful intrusion of politics into education theories, standards, and curricula. It focuses on the point of entry of politics into science education; the technology of truth; whether or not there is a problem with student performance in science; and national and international science testing. The next section offers a series of case studies of threats to scientific accuracy and integrity in science education, threats that come from both the Left and the Right, focusing on such issues as environmental science and evolution. It explains how these sometimes-obscure developments in curriculum or teacher preparation are likely to influence the quality of science teaching and learning in U.S. schools. The report concludes with a discussion of certain constructivist features shared by people arguing on both sides of these issues, noting the effects on education of making compromises in the curriculum. (Contains 54 notes.) (SM)

ED 444 964   SP 039 416

Jones, Danneal La Darreaux
University of New Orleans Millennial Multicultural Recruitment Plan: Case Studies/Model Programs.
PUB DATE- 99
NOTE- 12p.; Prepared by the University of New Orleans, Office of Admissions. Presented at the National Conference on Race & Ethnicity in American Higher Education (Santa Fe, NM, June 1-5, 2000).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Education; Advocacy; Cultural Awareness; *Diversity (Student); Educational Research; Higher Education; *Minority Groups; *Student Recruitment
IDENTIFIERS- *University of New Orleans LA

This paper discusses the Multicultural Recruitment Plan that was instituted at the University of New Orleans during the fall of 1999. The historical prospectus, which necessitated this plan, and some of the initial obstacles to success are reviewed extensively. A theoretical framework, primarily the SPAR (Services, Programs, Advocacy, and Research) model, created by Barbara Jacoby and Kristen Girrell (1981), is analyzed in terms of its usefulness in addressing some of these issues. Implications of the plan's overall impact on the university and the community at large are also discussed. Various strategies, programmatic interventions, and possible changes in departmental policy are analyzed in terms of their collective ability to help the University of New Orleans continue to strive toward its goal of becoming a holistically-nurturing and intellectually-stimulating environment for everyone, regardless of race, ethnicity, or cultural grouping. This paper is intended for people involved in the recruitment and/or retention of minority students at predominantly non-minority institutions at all levels, including policymakers, practitioners, and faculty. (Author/SM)

ED 444 965   SP 039 418

Cooper, Arnold; Page, Fred
Joint Participation by P-12 Schools and Georgia Southern University in Preparing Teachers.
PUB DATE- 00

PUB DATE- 00
NOTE- 8p.; In: "Non Traditional Sites, Atypical Collaborations and the Responsibility of Schools, Colleges and Departments of Education (SCDEs) in Establishing Professional Development Schools." Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College School Cooperation; Elementary Secondary Education; Higher Education; *Nontraditional Education; *Partnerships in Education; Preservice Teacher Education; *Professional Development Schools; Public Schools; *Site Selection; Teacher Collaboration

This paper defines and describes nontraditional Professional Development School (PDS) sites, atypical collaborations, and the responsibility of schools, colleges, and departments of education in selecting and developing those sites. The paper suggests that the influence of PDSs on both school reform and the preparation of educators is likely to be attenuated by the way in which they are typically defined and implemented. While traditional PDSs are based at one school site, nontraditional PDSs can be located outside of a school, at multiple sites, or within entire school systems. At nontraditional sites, there is not just concern for the preparation of preservice teachers but also for the preparation of educational professionals such as principals and other educational administrators, school counselors, school psychologists, and related professionals (e.g., school social workers). Nontraditional PDSs focus on retraining practicing teachers or on other forms of staff development rather than just on training preservice teachers. Nontraditional sites may be located in inner city schools and poor rural schools rather than high-performing schools. Finally, nontraditional PDSs may include parents and community partners as well as school and university partners. (Contains 13 references.) (SM)

ED 444 985 SP 039 446

McCoy, Leah P.
Computer Skills and Instructional Activities of Student Teachers and Cooperating Teachers.
PUB DATE- 00
NOTE- 10p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Literacy; *Computer Uses in Education; *Cooperating Teachers; High Schools; Higher Education; Internet; Preservice Teacher Education; Secondary School Teachers; *Student Teachers; *Teaching Skills

This study examined the computer skills of secondary student teachers and cooperating teachers. Participants were 22 student teachers and 24 cooperating teachers from 8 high schools in 1 district. Participants completed the "Teacher Computer Skill Survey," which assessed their computer skills, focusing on: general computer use, creating written documents, organizing

ED 445 005 TM 031 542

Haenn, Joseph F.
Primary Grade Student Assessment Based on Tasks of the Observation Survey.
PUB DATE- 00
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Elementary School Students; *Observation; *Portfolio Assessment; Portfolios (Background Materials); Primary Education; Reading Achievement; *Student Evaluation
IDENTIFIERS- *Durham City School District NC

This report summarizes the data obtained through the administration of the Observation Survey (M. Clay) as part of the K-2 Student Assessment Portfolio of the Durham Public Schools, North Carolina, during the second year of data collection. The database contained a total of 7,752 students in kindergarten through grade 2. The Observation Survey consists of tasks in letter identification, words, concepts about print, writing vocabulary, dictation, and text reading level. Findings indicate that kindergarten students, in general, are mastering their letters and concepts about print by the end of kindergarten, although as many as one quarter may not have mastered their letters. In first grade, about four in five students were able to meet the criterion of satisfactory progress in writing vocabulary, and there were increases in proficiency, in comparison with the previous year, for dictation and text reading level. Gains for second graders were even greater on the text reading level task. Overall, results indicate that significant teaching and learning is going on in the primary grades of the Durham Public Schools. (Contains 10 tables.) (SLD)

ED 445 006 TM 031 543

Hau, Kit-Tai; Kong, Chit-Kwong; Marsh, Herbert W.; Cheng, Zi-Juan
Extension of the Internal/External Frame of Reference Model of Self-Concept Formation: Importance of Native and Nonnative Languages for Chinese Students.
SPONS. AGENCY- Australian Research Council.; Hong Kong Inst. for Educational Research, China.
PUB DATE- 00
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Chinese; Correlation; Cross Cultural Studies; *Cultural Differences; English; Foreign Countries; *High School Students; High Schools; Mathematics; *Self Concept
IDENTIFIERS- Chinese People; Hong Kong; *Internal External Frame of Reference Model

The internal/external frame of reference (I/E) model of self-concept formation was extended by relating Chinese, English, and mathematics achievement to Chinese, English, and

The study took place in a suburban school of 1,344 students, 95% of whom were African American. Two seventh grade language arts classes that were equivalent based on standardized tests scores were chosen as treatment and control groups. The comparison group received progress reports at 3-week intervals, but the treatment group received weekly progress reports itemizing the student's score on each assignment. No significant differences were found between the groups for academic achievement or locus of control. Twelve appendixes contain a sample report, the locus of control measure, grade sheets, and statistical data about student achievement and locus of control. (Contains 54 references.) (SLD)

ED 445 028 TM 031 633

San Miguel, Trinidad; Garza, Ruben; Gibbs, Warren
Pre-Kindergarten-16 Educational Accountability System: The Lone Star State's Response and Is Anyone Listening?
PUB DATE- 00
NOTE- 41p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Accountability; Elementary Secondary Education; Evaluation Methods; Preschool Education; Public Schools; *State Programs; Student Evaluation; Teacher Certification; *Teacher Education; *Testing Programs
IDENTIFIERS- *Texas

This report describes the accountability system for the Texas public schools and notes recognition the system has received. Since 1993, the state has had an accountability system for prekindergarten-12 schools. The addition in 1998 of an accountability system for educator preparation makes Texas the first state to create a prekindergarten-grade 16 educational accountability system aimed at improving the performance of public school systems. Findings related to the base indicators for the public school system show improvement for many student demographic groups. Texas is 1 of only 12 states recognized by the National Education Goals Panel for making progress toward the 8 national education goals, and it was 1 of 6 states to show improvement on National Assessment of Educational Progress mathematics scores between 1992 and 1996. The accountability system for educator preparation ensures that teacher candidates complete accredited programs and pass Texas certification tests. Texas was one of only two states to receive an "A" for educational improvement from the Thomas B. Fordham Foundation. Although an achievement gap still exists between students of color and white students, Texas is taking steps to reduce this disparity. Six appendixes contain portions of the Texas Administrative Code, a list of accredited teacher preparation programs, and supplemental information about educator certification. (Contains 1 table and 39 references.) (SLD)

ED 445 029 TM 031 634

Deng, Hui; Ansley, Timothy N.
Detecting Compensatory and Noncompensatory Multidimensionality Using DIMTEST.
PUB DATE- 00
NOTE- 37p.; Paper presented at the Annual Meeting of the National

Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cutting Scores; *Elementary School Teachers; Elementary Secondary Education; *Judges; *Secondary School Teachers; Standards; Workshops
IDENTIFIERS- *Angoff Methods; *Standard Setting

A key component of the Angoff (W. Angoff, 1971) method for setting cut scores is the target examinee. Expert judges are asked, following training and discussion, to consider the ability and the likely performance of some subset of examinees and to then estimate, item by item, the likely performance of such examinees on the test for which a cut score is desired. Questions of interest for this study were: (1) how teachers who serve as judges on cut score panels describe the target examinee; (2) how teachers' descriptions of the target examinee compare to the definitions provided by workshop facilitators as a frame for the discussion of target performance; (3) how teachers' descriptions of the target examinee compare to the behavioral characteristics arrived at during the workshop training; and (4) how descriptions of the target examinee compare across workshops. The results of two studies involving panel groups of 22 fourth-grade teachers and 20 ninth-grade teachers suggest that teachers who serve as judges in cut score setting processes are influenced by the definitions and training used in the standard setting study. Further, it appears that some common notion of the just competent examinee might be at work. Future studies should examine teachers' conception of the just competent students (given the purpose of the intended use of the cut score) before, as well as after, Angoff workshops. An appendix contains salient phrases extracted from teacher responses to the study prompts. (SLD)

ED 445 051 TM 031 667

Baron, Patricia A. Bigham
Consequential Validity for High School Grades: What Is the Meaning of Grades for Senders and Receivers?
PUB DATE- 00
NOTE- 59p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Admission (School); *Admissions Officers; *College Entrance Examinations; Counselors; *Grades (Scholastic); *High School Students; High Schools; Higher Education; Parents; Scores; Secondary School Teachers; Test Results; *Validity

The two major selection criteria in the college admissions process are high school record and scores on college entrance examinations. In recent years, concerns have been raised about the validity of college entrance examination scores and high school grades. This study examined the congruity of the meaning of grades between those who determine the grades (the senders) and those who in some sense use or interpret the grades (the receivers). A questionnaire was administered to 5 distinct groups: 60 high school teachers, 48 high school students, 41 parents of high school students, 115 high school counselors, and 46 college admission staff members. The results indicate that senders and receivers, in large part, agree about what grades comprise. There is disagreement among teachers, students, and parents about the frame of reference for grading (curve versus fixed). When asked to predict Scholastic Assessment Test (SAT) I scores based on one of four versions of cohort data suggests that a longitudinal perspective might be a valuable supplement to the more commonly used annual event-based analysis. For the new measures, the completion rate is the number of completers divided by the number of students in the cohort. The analyses show that completion rates for Texas high school students have climbed steadily over the past 4 years, with the greatest gains in the student populations that were most in need of improvement. An appendix contains a synopsis of student progress through high school over a 4-year period. (Contains 7 tables and 10 references.) (SLD)

ED 445 071 TM 031 748

McCoy, Mary Helen S.; Taylor, Dianne L.
Classroom Effects of Title I Schoolwide Implementation at the High School Level.
PUB DATE- 99
NOTE- 26p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (San Antonio, TX, January 21-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Compensatory Education; *Educational Innovation; *High School Students; High Schools; Inner City; *Instructional Effectiveness; Professional Development; *Teaching Methods
IDENTIFIERS- *Elementary Secondary Education Act Title I

This study focused on the extent to which nontraditional instructional strategies targeted by a high school in its Title I schoolwide plan were observable in classrooms. The study was conducted in an inner-city high school where 76% of the students are classified as economically deprived. Data were collected through classroom observations in 18 of the 33 regular classrooms in the school. Both qualitative and quantitative data were collected. The classrooms of two teachers were the focus of more detailed study. The evidence overall was mixed regarding implementation of Title I instructional goals. The use of technology was hindered by resource shortages and teacher adherence to teacher-centered strategies. In nearly all classes, students were assumed to be passive learners, although the skill of the faculty in establishing rapport with these low-income students and in creating a positive learning climate are strengths on which the school could build in promoting Title I instructional components. The two classes that were studied more extensively exemplified a traditional teacher-centered class and a student-centered class in which students were encouraged to use various learning styles to accomplish a week-long project on poetry. The contrasts between these two classes suggests that teacher professional development could do much to encourage student-centered instruction. (Contains 3 tables and 19 references.) (SLD)

ED 445 072 TM 031 749

La Sage, Ed.; Ye, Renmin
A Study on the Relationship between Students' Achievement, School Size and Gender.
PUB DATE- 00
NOTE- 17p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Dallas, TX, January 27-29, 2000).
LANGUAGE- English

*State Standards
IDENTIFIERS- *Alaska

This revised edition of the Alaska standards booklet has expanded on the earlier content standards to add standards for employability, cultural responsiveness, performance, and library/information literacy. The State of Alaska has called on school districts to adopt the state standards, and the state will assess how well students meet the performance standards in reading, writing, and mathematics in grades 3, 6, and 8. High school students will need to pass the High School Graduation Qualifying Examination to earn a high school diploma beginning in 2002. The content standards are listed for these areas: (1) English/language arts; (2) mathematics; (3) science; (4) geography; (5) government and citizenship; (6) history; (7) skills for a healthy life; (8) the arts; (9) world languages; (10) technology; (11) employability; and (12) library and information literacy. The cultural standards outline the cultural awareness and respect for cultural differences required of Alaska's students. Performance standards are specified for reading, writing, and mathematics. (SLD)

ED 445 094 TM 031 774

Rowell, R. Kevin
The Influence of Career Indecision on the Strong Interest Inventory and the Self-Directed Search: A Pilot Study.
PUB DATE- 99
NOTE- 15p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (San Antonio, TX, January 21-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adults; *Career Choice; Pilot Projects; *Profiles
IDENTIFIERS- *Indecisiveness; Self Directed Search; *Strong Interest Inventory

A pilot study was conducted with 48 adults to determine if career indecision/dissatisfaction as indicated by flat Strong Interest Inventory (SII) (L. Harmon, J. Hansen, F. Borgen, and A. Hammer, 1994) profiles corresponded with flat profiles on the Self-Directed Search (SDS) and to determine if indecision affected scores on SII Personal Style scales and on achievement. There was significant agreement between flat and elevated profiles on the SII and on the SDS. Multiple regression analysis found that several of the SI General Occupational Theme scales predicted scores on the SII Personal Style scales. There were, however, no meaningful differences in Personal Style mean scores between people experiencing career indecision/dissatisfaction represented by flat and elevated profiles on the SII, nor were there meaningful differences on Wide Range Achievement Test-3 (G. Wilkinson, 1993) scale means. Spelling achievement was related to Learning Environment on the SII Personal Style Scale. Future directions for study are provided. Contains 10 references. (Author/SLD)

ED 445 095 TM 031 775

A Parent's Guide to Standards and Assessment.
PUB DATE- 00
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-

NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Age Differences; *College Admission; College Entrance Examinations; Higher Education; *Nontraditional Students; *Prediction; Regression (Statistics); *Scores; Test Use
IDENTIFIERS- *ACT Assessment

This study determined whether using ACT Assessment Composite score, high school grade average, or both predictors jointly for college admissions would result in differential prediction or differential outcomes for traditional-aged and nontraditional-aged students. The analyses were based on data from 112,341 students at 79 postsecondary institutions. Both total-group and within-age group regression models were estimated by institution. Linear regression models were used to predict students' first-year college grade average. Corresponding logistic regression models predicted students' chances of a 2.5 or higher or 3.0 or higher grade point average (GPA). Validity statistics were calculated for each model by institution, and then summarized across institutions. The results for the total-group and within-group models and optimal cutoffs were then compared. The total-group ACT Composite and high school grade average models slightly overpredicted the first-year GPAs of nontraditional-aged students, and they underpredicted the GPAs of traditional-aged students. When used jointly as predictors, virtually no differential prediction or differential effects were found for the two age groups. (Contains 5 tables and 16 references.) (SLD)

ED 445 117 TM 031 800

Murray, T. Scott; Kirsch, Irwin S.; Jenkins, Lynn B.
Adult Literacy in OECD Countries: Technical Report on the First International Adult Literacy Survey.
PUB DATE- 98
NOTE- 457p.
LANGUAGE- English
EDRS Price- MF01/PC19 Plus Postage.
PUB TYPE- Collected Works - General (020),Numerical/Quantitative Data (110),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adult Literacy; *Adults; Foreign Countries; *International Studies; *Research Methodology; Surveys; Tables (Data)
IDENTIFIERS- Canada; Europe; *Organisation for Economic Cooperation Development; United States

In December 1995, the Organisation for Economic Co-Operation and Development (OECD) and Statistics Canada jointly published the results of the first International Adult Literacy Survey (IALS). For this survey, representative samples of adults aged 16 to 65 were interviewed and tested in their homes in Canada, France, Germany, the Netherlands, Poland, Sweden, Switzerland, and the United States. This report describes how the survey was conducted in each country and presents all available evidence on the extent of bias in each country's data. Potential sources of bias, including sampling error, non-sampling error, and the cultural appropriateness and construct validity of the assessment instruments, are discussed. The chapters are; (1) "Introduction" (Irwin S. Kirsch and T. Scott Murray); (2) "Sample Design" (Nancy Darcovich); (3) "Survey Response and Weighting" (Nancy Darcovich); (4) "Non-Response Bias" (Nancy Darcovich, Marilyn Binkley, Jon Cohen, Mats Myrberg, and Stefan Persson); (5) "Data Collection and Processing" (Nancy Darcovich

ED 445 137   UD 033 733

Tolan, Patrick H.
School Strategies for Increasing Safety. Choices Briefs, Number 6.
SPONS. AGENCY- Metropolitan Life Foundation.
PUB DATE- 00
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Elementary Secondary Education; *High Risk Students; Identification; Inner City; *Intervention; *Prevention; *School Safety; Urban Youth; *Violence
IDENTIFIERS- Strategy Choice

This brief presents an overview of a comprehensive school safety plan that combines calm and sound attention to the violence that currently pervades children's lives. With regard to the absolute probability of encountering violence or being victimized by crime, schools are the social setting in which students are most protected and least likely to be harmed. However, the surety of school safety varies by community, and if the definition of school safety is expanded to include traveling to and from school and time spent with acquaintances after school, the insulation from harm is lessened considerably. Identifying youth who are likely to be violent is best undertaken early in the elementary grades. In most cases, the school can play a key role in developing within-school behavior management strategies and connecting these strategies with those that can be used at home. Special strategies for inner-city schools may be needed to counter the belief that aggression is a necessary response to frustration. A three-pronged approach to school safety is suggested that includes: (1) implementation of a behavior-based identification of high risk youth and organization of youth services; (2) creation and maintenance of an organizational atmosphere that undermines acceptance of violence in the schools; and (3) implementation of strategies to prevent violence among the portion of the school population that is not at high risk. (Contains 25 references.) (SLD)

ED 445 138   UD 033 734

Maeroff, Gene I.
A Symbiosis of Sorts: School Violence and the Media. Choices Briefs, Number 7.
SPONS. AGENCY- Metropolitan Life Foundation.
PUB DATE- 00
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Elementary Secondary Education; *Mass Media Effects; Mass Media Role; *Minority Groups; *News Reporting; *School Safety; *Violence

This brief examines the effects of media coverage of school violence on school violence. The news media take notice precisely because shootings in a school are unusual. The media did not take much notice of shootings in the 1980s and 1990s in inner city communities because these infractions were not judged to be anomalies; they did not measure up to the common definition of news, being exactly what some white journalists expected in minority communities. The effects of media coverage may be an increase in the fear of youth violence and the occurrence of copycat incidents. Violence portrayed in the

PUB DATE- 00
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Child Development; Infants; Least Squares Statistics; *Mothers; *Nutrition; Siblings; *Young Children
IDENTIFIERS- National Longitudinal Survey of Youth; *Women Infants Children Supplemental Food Program

This study investigated the effects of maternal participation in the Special Supplemental Nutrition Program for Women, Infants, and Children (WIC) on the birth weight, motor and social skills, and temperament of a national sample of children born between 1990 and 1996 to women participating in the National Longitudinal Survey of Youth (NLSY). Sibling fixed effect models were used to account for persistent differences in difficult to measure characteristics of mothers that affect participation in the program. Information was obtained for 453 sibling pairs. Results indicate that prenatal WIC participation has positive effects on infant birth weight. Fixed effect, but not ordinary least squares (OLS), estimates suggest that prenatal WIC participation is associated with more positive child temperament. An appendix contains two tables focusing on logistic regression results and maternal characteristics. (Contains 7 tables and 35 references.) (SLD)

ED 445 159   UD 033 758

McLanahan, Sara; Garfinkel, Irwin
The Fragile Families and Child Well-Being Study: Questions, Design, and a Few Preliminary Results. Discussion Paper.
PUB DATE- 00
NOTE- 47p.; An earlier version was presented at the Institute for Research on Poverty Conference on Nonmarital Fertility (Madison, WI, April 1999).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Births to Single Women; *Child Welfare; *Children; *Family Structure; Nuclear Family; *One Parent Family; *Unwed Mothers; Urban Youth
IDENTIFIERS- *Unwed Fathers

The unions of unwed parents are referred to as "fragile families" because they are similar to traditional families in many respects, but are more vulnerable. The Fragile Families and Child Wellbeing Study (FFS) is designed to study such families by following a new birth cohort of approximately 4,700 children, including 3,600 children born to unmarried parents. This new data will be representative of nonmarital births in each of 20 cities and in U.S. cities with populations over 200,000. Both mothers and fathers will be followed for at least 4 years, and in-home assessments of children's health and development will be carried out when the child is 4 years old. The survey is designed to address the following questions: (1) What are the conditions and capabilities of new unwed parents, especially fathers? (2) What is the nature of the relationships in fragile families? (3) What factors push new unwed parents together and what factors pull them apart? and (4) How do children fare in fragile families, and how is their wellbeing affected by parental capacities and relationships and by public policies? This paper describes what is currently known about each of the questions and describes how the FFS addresses each of them. It also presents some preliminary findings based on

examined the allocation and use of funds provided to school districts and schools through the Goals 2000 and five of the largest Elementary and Secondary Education Act programs for fiscal year 1997, corresponding to the 1997-1998 school year. The six federal programs included in this study are: (1) Title I, Part A, grants to local education agencies to help disadvantaged children meet high standards; (2) Title II, the Eisenhower Challenge Fund; (3) Title III, the Technology Literacy Challenge Fund; (4) Title IV, state and local agency programs for safe and drug-free schools; (5) Title VI, innovative education program strategies; and (6) Goals 2000, state and local systemic improvement. This document contains two technical appendixes for the final report on the SERFF. The first, "Data Tabulations," contains 126 detailed tables of data about the schools and school districts studied. The second appendix, "Data Collection Instruments," contains the questionnaires used in the study and requests for documents and materials that were sent to local and state administrators. (SLD)

NOTE- 12p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (New Orleans, LA, June 21-24, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College School Cooperation; *Cooperating Teachers; Elementary Secondary Education; Higher Education; Mentors; *Partnerships in Education; Practicum Supervision; Preschool Education; Preservice Teacher Education; Teacher Collaboration
IDENTIFIERS- Georgia

This paper describes the joint participation of P-12 schools and Georgia Southern University in preparing prospective teachers, revealing innovations that reflect cooperative development and administration of these endeavors. Georgia Southern University's College of Education developed and funded three roles for P-12 participants: site-based student teaching supervisors, clinical associates, and demonstration teachers. The site-based model has proven to be an efficient, cost-effective supervision approach. Feedback clearly suggests that university and P-12 participants have benefited. The clinical associate serves as a link between the university and the school. This role has become a significant bridge for communication and has positively contributed to the program and faculty development for the P-16 community. Demonstration teachers have many roles, including student teacher supervisor, mentor, curriculum developer, and collaborator with university faculty. Evaluation suggests that teachers find the program worthwhile and enjoyable and appreciate the opportunity to collaborate, work with student teachers, and stay abreast of new ideas. Some teachers noted areas for improvement, such as more contact with university faculty and more joint staff development. The three program components have set the stage for the development of a new cooperative program, Partner Schools. (SM)

ED 444 966 SP 039 420

Murphy, Elizabeth
Constructivism: From Philosophy to Practice.
PUB DATE- 97
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Constructivism (Learning); *Educational Philosophy; Educational Theories; Elementary Secondary Education; *Epistemology; Higher Education; *Learning Theories

This exploration of constructivism begins with a discussion of constructivist epistemology and learning theory, explaining that constructivist epistemology is difficult to label, though many writers, educators, and researchers have come to an agreement about how this constructivist epistemology should affect educational practice and learning. The paper goes on to consider what constructivism means for learning, offering a summary of characteristics of constructivist learning and teaching and using the summary to compile a constructivist checklist. This checklist can be applied by educators to educational projects and environments in order to observe the way in which constructivist epistemology and theories of learning can be accommodated in educational practice. The paper information, using graphics, presenting information, and Internet use. The study also involved observation of classes, interviews with participants, and examination of student teacher lesson plans and journals. Results indicate that the student teachers had significantly better computer skills than did cooperating teachers. Student teachers scored higher in all areas except general computer use. They felt confident in their ability to implement computer-based lessons but did not do so very often because they felt constrained by the physical arrangements in the schools and by the lack of encouragement from the cooperating teachers. Cooperating teachers reported frustration at the lack of district inservice programs on computer technology. The results suggest that a quality instructional technology class and a committed supervisor in a teacher education program could have a positive influence on the technology use of both student teachers and cooperating teachers. (SM)

ED 444 986   SP 039 447

McCreight, Carolyn
Teacher Attrition, Shortage, and Strategies for Teacher Retention.
PUB DATE- 00
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Beginning Teacher Induction; Beginning Teachers; Elementary Secondary Education; *Faculty Mobility; Higher Education; Labor Turnover; Personnel Selection; Teacher Certification; *Teacher Persistence; *Teacher Recruitment; Teacher Salaries; *Teacher Shortage; Teachers; Teaching Conditions

This paper examines research on teacher shortages, attrition, recruitment, and retention. Teacher attrition is the largest single factor determining demand for additional teachers in the United States. Teachers leave for such reasons as: low salaries; unprepared for the realities of teaching; rigorous certification examinations; lack of career advancement opportunities; low emphasis on professional development; marital status; health-related haphazard hiring and retention practices; and retirement. Many states are experiencing shortages, and shortages occur in many subject areas. Strategies for reducing teacher shortage include: preparing new teachers via formal induction programs; recruiting private school teachers and certified people from the private sector; recruiting online; offering loan forgiveness programs; raising public awareness; training paraprofessionals; awarding conditional scholarships to outstanding candidates; allowing out-of-field teaching; employing retired teachers; and offering day care for teachers' children. Barriers to recruitment and retention include: pay cuts when moving from one district to another; the need for recertification after moving to another state; and low salaries. Suggestions for recruitment and retention include: conducting statewide assessments of teacher supply and demand; establishing K-16 collaboration to match graduates with jobs in high demand areas; developing K-16 partnerships to improve teacher preparation; improving working conditions; upgrading hiring practices; and providing ample time for staff development. (Contains 30 references.) (SM)

ED 444 987   SP 039 448

Wiltz, Nancy W.

mathematics self-concepts in a 5-year longitudinal study based on a large (N=9,482) representative sample of Hong Kong high school students. Tests of the I/E model are typically based on mathematics and English constructs for a single wave of data in Western countries. The research is extended to a non-Western country, testing its cross cultural generalizability and including native and nonnative languages as well as mathematics. Results supported the I/E model. Mathematics, English, and Chinese achievement were highly correlated, but mathematics, English, and Chinese self-concepts were nearly uncorrelated. Mathematics, English, and Chinese achievements each had positive effects on the matching of self-concept domain, but negative effects on non-matching domains. For example, English achievement had a positive effect on English self-concept, but negative effects on mathematics and Chinese self-concepts. These results were stable over time. (Contains 1 figure, 4 tables, and 35 references.) (Author/SLD)

ED 445 007 TM 031 544

Cheng, Zi-Juan; Hau, Kit-Tai; Wen, Jian-Bing; Kong, Chit-Kwong
Chinese Students' Implicit Theories of Intelligence and Other Personal Attributes: Cross-Domain Generality and Age-Related Differences.
PUB DATE- 00
NOTE- 11p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Differences; Creativity; *Elementary School Students; Foreign Countries; *Intelligence; Intermediate Grades; *Junior High School Students; Junior High Schools; Moral Values; Personality Traits; *Structural Equation Models; *Theories
IDENTIFIERS- China; *Chinese People

Using structural equation modeling (SEM), researchers examined whether there was a general dominating factor that governed students' implicit theories of intelligence, morality, personality, creativity, and social intelligence. The possible age-related changes of students' implicit theories were also studied. In all, 1,650 elementary and junior high school students (grades 5 to 10) in a large Chinese city participated in the study. A set of questions about the personal attributes being studied was developed, and SEM was used to compare various competitive first- and second-order factor models. Results show a general and dominating implicit theory affecting students' beliefs about the individual personal attributes. In addition, students' entity theories seemed to be stronger as they grew older. However, whether these trends result from natural cognitive maturity or socialization remains to be explored. (Contains 18 references.) (SLD)

ED 445 008 TM 031 545

Hickey, Daniel T.; Holbrook, Jennifer
PALS-Supported Performance Assessments in the Learning by Design Project.
PUB DATE- 00
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).

Council on Measurement in Education (New Orleans, LA, April 25-27, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Simulation; Test Construction; *Test Items
IDENTIFIERS- Compensatory Models; *DIMTEST (Computer Program); *Multidimensionality (Tests)

This study provided preliminary results about the performance of the DIMTEST statistical procedure for detecting multidimensionality with data simulated from both compensatory and noncompensatory models under a latent structure where all items in a test were influenced by the same two abilities. For the first case, data were simulated to reflect real test data in terms of descriptive statistics and classical item characteristics. In this case, DIMTEST did identify some degree of departure from essential unidimensionality for data sets from the noncompensatory model when the sample size was large and the interability correlation was low. For data simulated from the compensatory model, DIMTEST results suggested acceptance of the hypothesis of essential dimensionality. In the other three cases, data were simulated under various conditions in which the relative influence of the second dimension was greater than in Case 1. For these cases, when DIMTEST identified multidimensionality, the power increased when test length and sample size increased, and when interability correlation decreased. A question that remains unanswered is whether there are monotonic relationships between the power of DIMTEST and the degree of relative magnitude or variability for the two discrimination vectors. (Contains 8 tables and 11 references.) (SLD)

ED 445 030 TM 031 635

Gijselaers, Wim H.; Arts, Jos A.
Effects of Gender and Mood on Recall in Expertise Research.
PUB DATE- 00
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administration; Case Studies; *Moods; *Recall (Psychology); *Sex Differences; Statistical Bias
IDENTIFIERS- *Expertise; Experts; *Novices

Drawing on a previous study exploring expertise development in management (J. Arts, W. Gijselaers, and H. Boshuizen, 2000), this study investigated how dimensions of mood may affect recall in studies on expertise development and whether sample composition (distribution of males and females) may account for possible differences in the recall function. A data sample taken from the previous study's data set contained 18 novices, 14 students at the end of the first year of the management program, 22 students at the end of the second year, 15 from the third year, and 16 fourth-year students shortly before graduation. The materials were two cases on organizational development. Results indicate the possibility that gender and mood may affect recall in studies on expertise development. It was also shown that subjects with the same level of expertise may not be treated as replicates. Some of the error variance may be explained by the systematic bias sources of gender and a high school transcript, parents and students estimated higher SAT I scores than the other groups; however, no differences related to the gender of the respondent or the gender of the student. Overall, the results indicate that while there is some disagreement regarding the relative importance of grade components, there is not a clear understanding of the reference scale for high school grades, and parents and students in particular hold some beliefs that are not in concert with the education community. By investigating beliefs held by groups of senders and receivers regarding the composition of grades, the underlying scale or meaning of grades, and the expected relationship with other measures of ability, such as aptitude test scores or college performance, some understanding of the consequential validity of high school grades has been gleaned. To the extent that messages sent and received are incongruous among these groups, the validity of grades for the purposes of the users of the grades is in question. An appendix contains the study questionnaire. (Contains 13 tables and 72 references.) (SLD)

ED 445 052   TM 031 668

Smith, Penny L.; Harris, Charlotte M.; Sammons, Laney; Waters, Jeannie; Jordan, Dawn; Martin, Danielle; Smith, Natalie; Cobb, Paula
Using Multimedia Portfolios To Assess Preservice Teacher and P-12 Student Learning.
PUB DATE- 00
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Cooperating Teachers; Elementary Secondary Education; Higher Education; *Multimedia Materials; Optical Data Disks; Performance Based Assessment; *Portfolio Assessment; Portfolios (Background Materials); Preschool Education; *Preservice Teachers; *Student Evaluation; Teacher Education
IDENTIFIERS- Interstate New Teacher Assess and Support Consort

A team of teacher educators, preservice teachers, and host teachers collaborated to develop and pilot a performance-based assessment model in the form of multimedia portfolios as a means of providing tangible, authentic, qualitative data to document preservice teacher learning objectives and P-12 student outcomes and, at the same time, promote reflective and collaborative practice. In this study, two teacher educators collaborated with four pairs of preservice teachers (two in early childhood education and two in secondary education) and host teachers in a Georgia school system. Preservice teachers' emerging competencies in impacting student learning were assessed using Interstate New Teacher Assessment and Support Consortium (INTASC) performance standards and represented through selected data recorded onto compact discs. The use of technology with this process approach afforded an easily accessible and transferable product for the documentation of teacher education program effectiveness to local, state, and national agencies. An appendix contains the INTASC principles. (Contains 13 references.) (Author/SLD)

ED 445 053   TM 031 669

Ediger, Marlow
Analyzing Slogans To Aid Student School Achievement.
PUB DATE- 00

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Class Size; Elementary Secondary Education; Equal Education; Mathematics; Reading; *School Size; *Sex Differences; *Teacher Student Relationship; Urban Schools
IDENTIFIERS- Texas

The relationship between school size and students' achievement in reading and mathematics by school level and gender was studied in order to illuminate issues of school size and equity and alternatives such as school-within-a-school plans. Data on 251,049 students from kindergarten through 12th grade were collected from 291 elementary, middle, and high schools in an urban Texas district. Correlations between academic achievement and school size were determined. For minority students, the effects of school size were mixed, with positive correlations for some groups at some levels that were not sustained at other levels. Findings do show that female students are negatively affected by school size in reading and mathematics at elementary, middle, and high school levels, while negative impact on males is only seen at the high school level. Previous research and the findings of this study suggest that smaller school sizes and smaller class sizes help educators understand and work with their students. (Contains 4 tables and 55 references.) (SLD)

ED 445 073   TM 031 750

Miranda, Janet
Moving the Bar: Transformations in Linear Regression.
PUB DATE- 00
NOTE- 21p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Dallas, TX, January 27-29, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Hypothesis Testing; *Regression (Statistics); Statistical Distributions; *Transformations (Mathematics)

The assumption that is most important to the hypothesis testing procedure of multiple linear regression is the assumption that the residuals are normally distributed, but this assumption is not always tenable given the realities of some data sets. When normal distribution of the residuals is not met, an alternative method can be initiated. As an alternative, data for one or more of the variables under study can be transformed in order to increase conformity to the required distributional assumptions of linear regression. Such transformations are discussed in this paper, including: (1) transforming data by powers and roots; (2) transforming for skewness; (3) transforming for non-linearity; (4) transforming for non-constant spread; and (5) transforming proportions via probit analysis and logit analysis. Power and root transformations provide a means for improving data distributions and at the same time preserve the directionality of "X." A skewed distribution, represented by a set of scores that form a non-symmetrical curve when plotted on a frequency graph, can be transformed by ascending the ladder of powers to correct a negative skew or descending the ladder of powers to correct a positive skew. For dichotomous quantities, logit and probit are the data transformations best applied. A logit transforms both

Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Standards; Achievement Tests; Course Content; *Educational Assessment; Elementary Secondary Education; Knowledge Level; Performance Based Assessment; Public Schools; *Skills; *State Standards; *Student Evaluation
IDENTIFIERS- *Wisconsin

A task force appointed by the governor developed Wisconsin's Model Academic Standards to encourage a higher level of learning for all public school students. The standards describe the skills children should have and the things they should know by the end of grades 4, 8, and 12. Every subject is divided into content standards that tell what students should know and be able to do. Each subject is also divided into performance standards that tell how students will show that they can meet the content standards. Proficiency standards are a third category, one that tells how well students have learned the content, and these standards have been developed for the five subjects covered in statewide tests. Model academic standards have also been developed for 14 subjects not covered by the state achievement tests. This guide also contains information about the tests Wisconsin students will take to demonstrate achievement: (1) the Wisconsin Reading Comprehension Tests; (2) the Knowledge and Concepts Examinations; and (3) the High School Graduation Test. A final section of this guide discusses ways parents can help their children do better in school. (SLD)

ED 445 096 TM 031 777

Bracey, Gerald W.
Thinking about Tests and Testing: A Short Primer in "Assessment Literacy."
SPONS. AGENCY- Ford Foundation, New York, NY.; Ford Motor Car Fund, Dearborn, MI.; General Electric Foundation, Ossining, NY.; George Gund Foundation, Cleveland, OH.; James G. Irvine Foundation, San Francisco, CA.; Walter S. Johnson Foundation, Menlo Park, CA.; Kellogg Foundation, Battle Creek, MI.; McKnight Foundation, Minneapolis, MN.
PUB DATE- 00
NOTE- 36p.; Additional support provided by the William T. Grant Foundation, Charles S. Mott Foundation, NEC Foundation of American, Wallace-Reader's Digest Foundation, and others.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Criterion Referenced Tests; *Educational Assessment; Elementary Secondary Education; Evaluation Methods; Norm Referenced Tests; *Performance Based Assessment; Reliability; *Statistics; *Student Evaluation; *Teacher Evaluation; *Test Use; Validity
IDENTIFIERS- *Assessment Literacy

Tests are being used widely, and misused widely, to evaluate students, teachers, principals, and other educational administrators. This short primer on testing and assessment is organized into three parts. Part 1, "Essential Statistical Terms," introduces some statistics that are essential to understanding testing concepts and for talking about tests intelligently. Part 2, "The Terms of Testing: A Glossary," presents some fundamental terms related to testing. These include norm-referenced and criterion-referenced tests, and the and T. Scott Murray); (6) "Incentives and the Motivation To Perform Well" (Stan Jones); (7) "The Measurement of Adult Literacy" (Irwin S. Kirsch, Ann Jungeblut, and Peter B. Mosenthal); (8) "Validity Generalization of the Assessment across Countries" (Don Rock); (9) "An Analysis of Items with Different Parameters across Countries" (Marilyn R. Binkley and Jean R. Pignal); (10) "Scaling and Scale Linking" (Kentaro Yamamoto); (11) "Proficiency Estimation" (Kentaro Yamamoto and Irwin S. Kirsch); (12) "Plausibility of Proficiency Estimates" (Richard Shillington); and (13) "Nested-Factor Models for the Swedish IALS Data" (Bo Palaszewski). Fourteen appendixes contain supplemental information, some survey questionnaires, and additional documentation for various chapters. (Contains 94 tables, 12 figures, and 74 references.) (SLD)

ED 445 118   TM 031 802

Gittman, Elizabeth; Koster, John
Analysis of Ability and Achievement Scores for Students Recommended by Classroom Teachers to a Gifted and Talented Program.
PUB DATE- 99
NOTE- 18p.; Paper presented at the Annual Meeting of the Northeastern Educational Research Association (Ellenville, NY, October 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Ability; Academic Achievement; *Achievement Tests; Elementary Education; *Elementary School Students; Eligibility; *Gifted; Rating Scales; *Scores; *Selection; Student Evaluation; Student Placement; Talent; Test Results

This study reviewed scores on measures required to determine students' eligibility for a newly expanded gifted and talented program for grades 3-5. Teachers had recommended 162 students to the program in the 1998-1999 school year, and of these, 100 met requirements for the program based on an ability test. The researchers conducted analyses of variance to explore differences in each set of scores for students who met eligibility requirements and students who did not. Correlation analyses investigated the relationships between measures. Students' scores on a teacher rating scale showed no correlation with scores on the standardized measures, although ability and achievement scores did show correlation with each other. Based on the results of this study, the school district will review the measures used as criteria for eligibility to the district's gifted and talented program, particularly the teacher rating scale that has been used traditionally in the district. (SLD)

ED 445 119   TM 031 803

Thompson, Tony D.; Davey, Tim
Applying Specific Information Item Selection to a Passage-Based Test.
PUB DATE- 00
NOTE- 22p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (New Orleans, LA, April 25-27, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

electronic media can be particularly harmful because children connect more readily with visual images. The intensive coverage of a few high profile shootings may mislead the public into thinking that violence in the schools is pervasive. The media has a responsibility to keep events in perspective and to respect the privacy of students. Another aspect of the media's relationship with the schools stems from the zero tolerance policies meant to draw a line against violence at the school door. These well-intentioned policies have had some clumsy effects when schools are forced to apply a one-penalty-fits-all consequence that can make school officials look foolish. Schools should use good educational practice rather than Draconian punishments to persuade students to reject violence. (Contains 22 references.) (SLD)

ED 445 139 UD 033 736

Bush, Diane; Gonzalez-Arroyo, Michele; Stock, Laura; Delp, Linda; Miara, Christine; Dewey, Robin; Sinclair, Raymond C.; Ortega, Maria J.
Promoting Safe Work for Young Workers: A Community-Based Approach. A Resource Guide Documenting the Experiences of Three Young Worker Projects.
PUB DATE- 99
NOTE- 57p.; Cooperative agreement partners: (1) Massachusetts Department of Public Health and the Education Development Center, Inc.; (2) University of California at Berkeley; and (3) University of California at Los Angeles. This report received partial support from the Children's Safety Network. Foreword by Linda Rosenstock.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Adolescents; Employers; *Health Education; *Occupational Safety and Health; Part Time Employment; *Program Implementation; *Safety Education; *Young Adults

This guide presents the lessons learned from three health education projects that focused on young worker issues and were funded by the National Institute for Occupational Safety and Health. In these projects, occupational health educators worked for 3 years, in three different communities, to raise the awareness of young worker issues, including those related to students working part-time, at the community level. In this guide, the educators convey what they learned and provide information about materials that can be modified and used in other communities to meet their own needs. The three projects were developed in Brocton, Massachusetts; Oakland, California; and Los Angeles, California. Steps in coordinating a young worker project are outlined. Working with community partners, including peers of young workers, their parents, employers, and other citizens, is reviewed. Three appendixes contain a summary of child labor laws, a list of agencies and organizations that may help in program development, and a list of 21 resources and books for additional information. (SLD)

ED 445 140 UD 033 737

Barth, Patte, Ed.; Haycock, Kati, Ed.; Jackson, Hilda, Ed.; Mora, Karen, Ed.; Ruiz, Pablo, Ed.; Robinson, Stephanie, Ed.; Wilkins, Amy, Ed.
Dispelling the Myth: High Poverty Schools Exceeding Expectations.

data from Austin, Texas and Oakland, California. (Contains 1 map, 6 tables, and 65 references.) (SLD)

ED 445 160 UD 033 759

Esbensen, Finn-Aage
Preventing Adolescent Gang Involvement. Youth Gang Series. Juvenile Justice Bulletin.
PUB DATE- 00
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adolescents; Demography; *Juvenile Gangs; *Participation; *Prevention; Risk; Urban Youth

This Bulletin provides the reader with information to understand the complexity of the juvenile gang problem, and it provides information to dispel common gang stereotypes. After describing the key characteristics of youth gangs, the Bulletin examines risk factors for gang membership, including individual and family demographics, personal attributes, and peer group, school, and community factors. Gang prevention strategies are presented and illustrated with examples of primary, secondary, and tertiary prevention programs. Primary prevention targets the entire at-risk population, while secondary prevention focuses on those identified as being at greatest risk for delinquency. Tertiary prevention efforts involve juvenile offenders and youth gang members. The information in this Bulletin offers a solid foundation on which to build a comprehensive strategy to prevent youth gang involvement. (Contains 92 references.) (SLD)

ED 445 161 UD 033 760

New Directions in Enhancing Educational Results: Policymakers' Guide to Restructuring Student Support Resources To Better Address Barriers to Learning. Guidebook.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Washington, DC. Maternal and Child Health Bureau.
PUB DATE- 00
NOTE- 211p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Educational Change; Elementary Secondary Education; Financial Support; Guides; Program Development; School Restructuring
IDENTIFIERS- *Student Support Services

The purpose of this guidebook is to clarify why policymakers should expand the focus of school reform to encompass a reframing and restructuring of education support programs and services and to offer some guidance on how to go about doing so. Section 1 deals with the need to restructure support services and offers ideas for new directions. Throughout, the emphasis is on reframing how schools think about addressing barriers to learning and on systemic reforms for establishing comprehensive, multifaceted approaches to ameliorate problems. Section 2 discusses how to restructure such programs effectively and then scale them up. Eight appendixes expand on key matters and contain tools to aid those who undertake the concludes by suggesting that an important challenge for educational reform is to begin to question and come to greater understanding of the philosophy, theory, and epistemology that presently informs educational practice. (Contains 32 references.) (SM)

ED 444 967   SP 039 421

Penick, John E.
The Rationale Paper: Structured Reflection for Teachers.
PUB DATE- 00
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Educational Philosophy; Elementary Secondary Education; Higher Education; Preservice Teacher Education; Student Teachers; Teacher Attitudes; *Teacher Characteristics; Teaching (Occupation); *Teaching Skills
IDENTIFIERS- Goal Setting

This paper describes: the characteristics and value of a research-supported rationale for teaching; mechanisms for teaching others how to develop and maintain a personal teaching rationale; and ways teachers can use their own rationale to improve their own and others' teaching. It focuses on using the rationale approach in teacher education. Section 1 describes the ideal teacher, noting that such a person should have a strong and personal research-supported rationale for teaching. Section 2 examines the meaning of the word rationale in the context of teaching. Section 3 discusses the rationale as a teaching and learning tool. Sections 4 and 5 focus on generating and developing goals for students and on the teacher's role, highlighting a number of proven and essential aspects for using the rationale process as a core of a teacher education course or program. Section 6 discusses the rationale defense required of student teachers at the end of the semester. Section 7 discusses how student teachers have benefited from having to develop and defend their rationales over the course of the preservice teacher education program. (Contains 11 references.) (SM)

ED 444 968   SP 039 423

Berg, Marlowe; Grisham, Dana L.; Jacobs, Victoria R.; Mathison, Carla
Can a Professional Development School Have a Lasting Impact on Teachers' Beliefs and Practices?
PUB DATE- 00
NOTE- 37p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000). The Experienced Teacher Survey Results may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrator Attitudes; College Faculty; *College School Cooperation; Educational Environment; Elementary Secondary Education; Faculty Development; Higher Education; Partnerships in Education; Preservice Teacher Education; Principals; *Professional Development Schools; Reflective Teaching; *Teacher Attitudes; Teacher Collaboration; Teacher

Group Seminars: Dialogues To Enhance Professional Development and Reflection.
PUB DATE- 00
NOTE- 9p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; Discipline; Early Childhood Education; *Faculty Development; *Group Discussion; Higher Education; Preservice Teacher Education; *Reflective Teaching; *Seminars; Student Behavior; *Student Development; Student Teachers; Teaching Methods
IDENTIFIERS- *Reflective Thinking

Group seminars, or small discussion groups, support cooperative reflection between teachers, expose interns to new perspectives, help them develop professional relationships, and allow time for them to expand and deepen their reflective analysis of everyday occurrences. A group of 15 student teachers in an early childhood program at one university attended bi-weekly group seminars during the student teaching semester. The interns themselves suggested topics for discussion at most of the sessions. The group shared their impressions of teaching, discussed elements of instruction, analyzed classroom management approaches, assessed progress toward knowledge-based competencies and standards, and developed and shared their professional portfolios. Four primary topics emerged from these discussions: discipline and classroom management, pedagogy, conflicts between pedagogy and practice, and employment. On the semester's final evaluation form, few students ranked the seminars as the most valuable requirement during student teaching, but most students valued the guest speakers who were experts in the field and appreciated the chance to vent, communicate, and share with other student teachers. They also valued the support and flexibility of the supervisor. (Contains 21 references.) (SM)

ED 444 988   SP 039 449

Fischer, Frank; Grasel, Cornelia; Mandl, Heinz
Fostering Problem-Oriented Learning with Auxiliary Hypertext and Graphical Information.
PUB DATE- 00
NOTE- 30p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000). This research was funded by the German Research Association.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; *Computer Graphics; *Computer Uses in Education; Foreign Countries; Higher Education; *Hypermedia; Learning Strategies; Medical Students; *Problem Based Learning; Teaching Methods
IDENTIFIERS- Germany; *Self Regulated Learning; *Strategy Training

Self-regulated learning with authentic and complex problems requires that learners observe their own learning and use additional information when appropriate (e.g., hypertextual information in computer-supported learning environments). Research indicates that learners in problem-based environments

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Item Banks; Middle School Students; Middle Schools; *Performance Based Assessment; Problem Solving; *Student Evaluation; *Test Construction; Testing Programs

This paper describes an assessment and evaluation effort occurring in the context of a middle school science curriculum development effort known as Learning by Design (LBD). The LBD approach builds on a body of cognitive science and professional education research that emphasizes learning from problem-solving experience. The assessment and evaluation effort uses assessment instruments obtained from the Performance Assessment Links in Science (PALS) Web site, as well as some more conventional multiple choice items, some also obtained from the World Wide Web. Following a brief description of the LBD learning environment, the paper provides an overview of the specific tools being used and a description of the refinements and extensions that the study is making. Results from the work in progress are presented to help illustrate the approach. In the 1998-1999 school year, 179 students in 12 classes taught by 4 LBD teachers and 51 students in 2 comparison classes completed a multiple choice content test before and after physical science instruction. In the current year, a revised content test was being completed before and after instruction in eight LBD and three comparison physical science classrooms. It is expected that this approach will provide valid information about the degree to which inquiry-oriented rituals and learning-oriented participatory structures are established in the different classrooms. These studies will help design the LBD environment and aid in the modification of PALS items for the assessment program. (Contains 26 references.) (SLD)

ED 445 009 TM 031 546

Dwyer, Sonya Corbin; Tomei, Noella Piquette; Mohr, Alice
Looking at Metacognitive Learning Strategies Using a Developmental Lens.
PUB DATE- 00
NOTE- 30p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Education; Adults; *Child Development; College Students; Elementary Education; Elementary School Students; *High Risk Students; Higher Education; *Learning Strategies; *Metacognition; Middle School Students; Middle Schools

This paper highlights issues in the identification of appropriate metacognitive learning strategies when working with students at-risk for school failure. These students typically require explicit instruction to learn skills. The acquisition and efficacy of metacognitive learning strategies is explored across the lifespan. An outline is provided of the development of metacognitive skills in young children, followed by early behavioral markers of potential metacognitive problems and guidelines for intervention. There are certain developmental characteristics of middle school students, or adolescents, that mood. An appendix contains the instrument used in the study and a description of the case studies. (Contains 17 references.) (SLD)

ED 445 031 TM 031 636

Berkovits, Ilona; Hancock, Gregory R.
A Comparison of Methods for Structural Modeling with Polytomous and Continuous Variables.
SPONS. AGENCY- Educational Testing Service, Princeton, NJ.
PUB DATE- 00
NOTE- 33p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Software; *Estimation (Mathematics); Simulation; *Structural Equation Models
IDENTIFIERS- Continuous Variables; *LISREL Computer Program; *Parameter Identification; Polytomous Variables

A simulation study compared three methods of estimating parameters within structural equation models (SEM) with polytomous variables. These methods appear in three SEM computer software packages: (1) LISREL (Joreskog and Sorbom, 1996) with PRELIS (Joreskog and Sorbom); (2) EQS (Bentler, 1995); and (3) the new Mplus (Muthen and Muthen, 1998). The differences in parameter estimation accuracy were evaluated by manipulating sample size, exogenous and endogenous factors with polytomous indicator variables, number of polytomous variables per factor, number of categories per polytomous variable, and different thresholds for the underlying continuum to create the categories. Results show some severe parameter estimation problems in LISREL (LISREL results are not discussed in this paper). EQS had problems with convergence, but the parameter estimates did not appear to be affected, allowing comparison of EQS results with Mplus results. Mplus displayed a very slight estimation difference depending on whether the scaling variable on the endogenous factor was polytomous. Mplus did appear to estimate the path coefficients closer to the true values than EQS for all conditions, with Mplus results having less variability. Mplus is faster and converges more often than EQS, and thus appears preferable for the estimation of SEM models with polytomous variables. (Contains 8 tables, 4 figures, and 19 references.) (Author/SLD)

ED 445 032 TM 031 637

Goertz, Margaret E.
Local Accountability: The Role of the District and School in Monitoring Policy, Practice and Achievement.
SPONS. AGENCY- National Inst. on Educational Governance, Finance, Policymaking, and Management (ED/OERI), Washington, DC.; Annie E. Casey Foundation, Baltimore, MD.; Pew Charitable Trusts, Philadelphia, PA.
PUB DATE- 00
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Achievement; Competition; Cooperative Learning; *Educational Change; Educational Research; Elementary Secondary Education; Heterogeneous Grouping; *Professional Development; Whole Language Approach
IDENTIFIERS- *Slogans

Slogans are commonly used to advocate a point or view or a political stance. In education many slogans are used. One of these is the phrase "research shows that..." Many issues must be considered in interpreting research results, and the statement must be considered carefully. "Cooperative learning" is a slogan often advanced, but teachers must not fail to recognize the different learning styles and diverse intelligences of students. "Whole language versus phonics instruction" has been an ongoing debate, but the probable answer is that neither approach is totally correct. Heterogeneous grouping is another often discussed issue, but provisions must be made to give each student, including the gifted, the opportunity to learn and develop as well as possible. "High standards and high expectations" is a slogan often heard, but what these standards are to be and what expectations should really be need further definition. "Focus on academics only" is a slogan that ignores the necessity of teaching students skills and a breadth of knowledge as preparation for life. Competition to improve the public schools as the key to improved opportunities for all is a slogan that supports alternative schools, but the many questions surrounding the use of public moneys to pay for alternative schooling must be explored. Slogans that compare the public schools with other societal institutions fail to take into account the special requirements of educational facilities. Many who comment on education praise what is happening in other fields while minimizing the accomplishments of the educational system. It is difficult to compare teaching to other types of professional work, but like any profession, the profession of education must work to improve. (SLD)

ED 445 054 TM 031 670

Costello, Ronald W.; Chapin, Daniel W.
Problem Solving within a Changing Indiana State Testing Program.
PUB DATE- 00
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Interdisciplinary Approach; *Mathematics Tests; *Middle School Students; Middle Schools; *Problem Solving; State Programs; Test Results; *Testing Programs
IDENTIFIERS- *Indiana

This paper describes the approaches taken at a middle school to improve student problem solving ability and test results for the Indiana Statewide Testing for Educational Progress (ISTEP) mathematics tests. The focus was on grade 6. In 1996, 35% of the 437 students in grade 6 did not master the mathematics problem solving skill. A committee of teachers from various disciplines identified what could be done and how to do it to help students improve their problem solving and critical thinking skills. Posters were designed and posted in classrooms the upper and lower boundaries of the scale. The probit is similar to the logit but in a different metric. Transformations are useful in examining and modeling data when the assumptions of linear regression are not met. Such transformations do indeed change the original research question. By manipulation of the data, the question is also "transformed." An appendix contains a table of sample data. (Author/SLD)

ED 445 074 TM 031 751

Taylor, Dianne L.; Angelle, Pamela S.
High Reliability Organizations and Transformational Leadership as Lenses for Examining a School Improvement Effort.
PUB DATE- 00
NOTE- 27p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Dallas, TX, January 27-29, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; Matrices; *Organizational Effectiveness; *Reliability
IDENTIFIERS- *Transformational Leadership

A matrix of characteristics associated with transformational leadership and with high reliability organizations was developed. Using the matrix as a lens, researchers examined a successful school involved in a school improvement effort to understand the success more fully. Transformational leaders provide opportunities for personal growth for employees as well as for improvement of the organization. A high reliability organization is one that works well and is consistently reliable. A matrix that displays the intersections between the characteristics of high reliability organizations and transformational leadership indicates substantial correspondence between the two, although some characteristics have no matches. The matrix was applied to an elementary school of 329 students, 72% of whom were on free/reduced price lunch. Data came from school improvement plans, a site visit with observations, teacher interviews, and a teacher questionnaire. The matrix suggests that in the successful school, transformational leadership and being a high reliability organization are highly related. (Contains 3 tables and 23 references.) (SLD)

ED 445 075 TM 031 752

Carman, Carol A.
A Review and Critique of the Kaufman Brief Intelligence Test.
PUB DATE- 00
NOTE- 10p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Dallas, TX, January 27-29, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- e original research question. By manipulation of the data, the question is also "transformed." An append,Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adults; *Children; *Intelligence Tests; Test Construction; *Test Use
IDENTIFIERS- *Kaufman Brief Intelligence Test

The Kaufman Brief Intelligence Test (K-BIT) is designed for use as a quick intelligence test for individuals aged 4 years through adulthood. The K-BIT measures both verbal and nonverbal concepts of reliability and validity, as well as performance based assessment. Part 2 also contains brief discussions of some well-known tests and assessment programs. Both parts 1 and 2 deal with definitions of concepts. Part 3, "Some Issues in Testing," fleshes out these definitions with discussions about testing issues, focusing on "who" and "why" questions. Throughout, the point is made that in view of the pervasiveness of tests and assessment, assessment literacy is a necessity for the public. (SLD)

ED 445 097   TM 031 778

Giraud, Gerald
Participant Journals as Data Source: An Unbiased Method for Eliciting and Comparing Participant Experience.
PUB DATE- 99
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Data Collection; *Experience; Higher Education; Practicums; *Preservice Teachers; *Qualitative Research; *Research Methodology; *Student Journals; Teacher Education

The usefulness of journals as a source of qualitative data in educational research was studied through journals kept by preservice teachers in an adolescent development course with a practicum component. Four journals were analyzed, two from preservice teachers assigned to project-centered classrooms and two from preservice teachers assigned to traditional classrooms. The journals of these practicum students show that these preservice teachers benefited from classroom experience and that the journals appeared to help them think about teaching, classroom activities, and teacher-student interactions. Practicum students assigned to project-centered classrooms described more intimate, and, it is argued, more meaningful interactions with students than those assigned to the traditional classrooms. No complicated coding strategy was needed to discern the difference between the two practicum experiences. The journals appeared to be an efficient and potentially rich source of data for research and evaluation questions. (SLD)

ED 445 098   TM 031 779

Christensen, Doug
Political and Policy Issues Related to Large Scale Assessment.
PUB DATE- 00
NOTE- 11p.; Paper presented at the Council of Chief State School Officers Large Scale Assessment Conference (Snowbird, UT, June 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Standards; *Accountability; Educational Assessment; *Educational Policy; Educational Practices; Elementary Secondary Education; Holistic Approach; *Political Influences; School Districts; State Programs; Testing Programs
IDENTIFIERS- *Large Scale Assessment

Bringing standards, assessment, and accountability from the state

DESCRIPTORS- *Adaptive Testing; *Computer Assisted Testing; *Reading Tests; *Selection; Simulation; *Test Construction; Test Items
IDENTIFIERS- Dimensionality (Tests)

This paper applies specific information item selection using a method developed by T. Davey and M. Fan (2000) to a multiple-choice passage-based reading test that is being developed for computer administration. Data used to calibrate the multidimensional item parameters for the simulation study consisted of item responses from randomly equivalent groups of approximately 3,000 examinees each, each group taking 1 of 8 operational fixed forms from an existing paper-and-pencil test of reading comprehension. The main finding of the study was that the use of specific information item selection greatly aided efforts in creating a computer adapted test that met all the requirements of content specialists while at the same time controlling measurement precision. Although there were many complications in selecting the passage pool, it was worth the trouble because content specialists, under the current design, are able to review the combination of passages examinees can see beforehand, ensuring that each examinee will be administered a test that meets content requirements. Exposure control is done automatically at the passage level, and measurement precision can be specified because of the use of specific information item selection. The study provides evidence that the target information functions can be fairly well matched on average across the ability scale, but no evidence has been presented to show that this finding would hold for all simulated examinees within each score category. (SLD)

ED 445 120 TM 031 804

Christensen, Doug
Policy Perspectives on Assessment (Ways To Better Clarify Assessment Issues across Governance Organizations).
PUB DATE- 00
NOTE- 6p.; Paper presented at the Large Scale Assessment Conference of the Council of Chief State School Officers (June 25, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Accountability; Educational Assessment; *Educational Policy; Educational Practices; Elementary Secondary Education; *Student Evaluation
IDENTIFIERS- Nebraska

Educational policy issues must be seen as statements of intention, with the practice issues of accountability kept separate. Accountability should not be juxtaposed to school improvement. Instead, accountability should be defined broadly as doing the things that improve practice so that the intended results can be achieved. If there is no balance in the definition of accountability, then it will merely result in scorekeeping. School improvement must drive the standards and assessment process or control over the positive impact standards will be lost. To improve achievement, standards-based classrooms must precede the assessment process. Because standards, assessment, and accountability form a new paradigm for the educational process, it is important that innovations come from the classroom and move up, rather than from the state moving down. High stakes testing, or external accountability,

SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 99
NOTE- 104p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Achievement; Effective Schools Research; Elementary Secondary Education; Low Income Groups; *Poverty; Rural Schools; *School Effectiveness; *State Standards; Surveys; *Teacher Expectations of Students; Urban Schools

In the fall of 1998, the Education Trust constructed and administered a survey of 1,200 schools that had been identified by the states as their top-scoring or most improved schools with poverty levels over 50%. The 366 elementary and secondary schools that responded to the survey serve student populations that are largely poor in urban and rural areas. Survey findings reveal that these top performing high-poverty schools tend to: (1) use state standards extensively to design curriculum and instruction, assess student work, and evaluate teachers; (2) increase instructional time in reading and mathematics to help students meet standards; (3) devote a larger proportion of funds to support professional development focused on changing instructional practice; (4) implement comprehensive systems to monitor individual student progress and provide extra support to students as soon as it is needed; (5) focus their efforts to involve parents in helping students meet standards; and (6) have state and district accountability systems in place that have real consequences for staff in the schools. The second section of the report discusses each of these major findings. Sections 3 and 4 follow with a profile of the schools responding to the survey and a description of the study methodology. An appendix contains the survey. (SLD)

ED 445 141 UD 033 738

Early Childhood Learning: Programs for a New Age. Recommendations from a National Invitational Conference (Washington, DC, November 29-December 1, 1999).
SPONS. AGENCY- Department of Education, Washington, DC.; Mid-Atlantic Lab. for Student Success, Philadelphia, PA.
PUB DATE- 00
NOTE- 21p.; Introduction written by Margaret C. Wang and Arthur J. Reynolds.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Collected Works - Serials (022)
DESCRIPTORS- *Day Care; *Early Childhood Education; Early Intervention; *Faculty Development; *Parent Participation; Program Descriptions; Program Implementation

This issue contains a summary of the recommendations that emerged from discussions at a conference on early childhood learning. Several key areas emerged from the conference work groups, including universal access to daycare, improving the quality of professional development, and increasing parental involvement in early childhood education. The following papers are summarized: (1) "Child Care Quality and Children's Success at School" (Deborah Lowe Vandell and Kim M. Pierce); (2) "The Federal Commitment to Preschool Education: Lessons from and for Head Start" (Edward Zigler and Sally J. Styfco); (3) "Understanding Efficacy of Early Childhood Programs: Critical Design, Practice, and Policy Issues" (Sharon Landesman Ramey proposed reforms, including a list of potential funding sources. (Contains approximately 175 references.) (SLD)

ED 445 162   UD 033 761

Hartigan, Susan, Ed.; Jabaily, Lisa, Ed.; Kay, Vina, Ed.; Nelson, Lynne, Ed.
Student Voices across the Spectrum: The Educational Integration Initiatives Project.
SPONS. AGENCY- Joyce Foundation, Chicago, IL.
PUB DATE- 00
NOTE- 119p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Disadvantaged Youth; *Educational Experience; *High School Students; High Schools; Individual Development; *Minority Groups; *Racial Differences; Racial Integration; *School Desegregation; School Resegregation; Urban Schools

The Educational Integration Initiatives Project (EIIP) was a multidisciplinary study designed to explore the complexities of the interaction of race and education. The EIIP also evaluated how the environment in which students are educated affects their educational performance and personal development. The study begins with a history of the relationship between race and education in the United States including the value of public education and the contention surrounding segregation, desegregation, and integration. An analysis follows of student, teacher, and administrator interviews from the 10 urban schools participating in the EIIP. Between 6 and 12 student interviews were conducted at each school, and interviews were also held with 4 or 5 teachers and administrators from each school. No school that participated in the EIIP was truly integrated as the researchers defined integration. None of these desegregated schools was providing its students with a truly multicultural education in a learning environment that was inclusive and supportive of various student learning styles and that prepared students of all races to continue to higher education and to interact successfully in a multicultural society. Still, students attending the more desegregated schools enjoyed educational advantages that were not available to the students in the racially isolated schools. Recommendations are made to begin a transformative process toward true integration. (Contains 193 endnotes.) (SLD)

ED 445 163   UD 033 763

Ladner, Matthew; Brouillette, Matthew J.
The Impact of Limited School Choice on Public School Districts: Case Studies of How School Districts in Michigan's Largest County Are Responding to Competition from Charter Schools and Public "Schools-of-Choice."
PUB DATE- 00
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Case Studies; *Charter Schools; *Competition; *Educational Improvement; Elementary Secondary Education; Public Schools; *School Choice
IDENTIFIERS- *Michigan

This study sought to determine whether increased competition among Michigan public schools, resulting from charter schools and the state's "schools-of-choice" program, has improved

Improvement; Teachers
IDENTIFIERS- Reflective Thinking; Risk Taking

This study examined the Model Education Center (MEC) Professional Development School (PDS), formed by San Diego State University and a nearby school district in 1984. The study investigated whether core beliefs embedded in the PDS had a lasting effect on the teachers it graduated. Participants included teachers at three target schools; teachers who had received their degrees at the MEC and who were teaching at one of the three schools; principals at the three sites; and university educators. Teachers completed surveys of their attitudes and beliefs about four constructs: collaboration, reflective thinking, risk taking, and continuous learning. From their answers, researchers formulated interview protocols for focus group interviews. Participants provided written responses to focus group questions prior to discussion. Principals completed individual interviews. University educators completed questionnaires. Results indicated that 15 years later, core beliefs were still reflected in the school climates of the public schools. Principals indicated a commitment to the four constructs. MEC graduates also showed evidence of these core beliefs. Teachers demonstrated a commitment to building their professional knowledge and skills. Collaboration, professional growth, academic rigor, and safety were the primary factors within the three MEC school environments. (Contains 15 references.) (SM)

ED 444 969   SP 039 424

Knight, Jim
Another Damn Thing We've Got To Do: Teacher Perceptions of Professional Development.
PUB DATE- 00
NOTE- 36p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Collegiality; *Educational Environment; *Faculty Development; High Schools; Interpersonal Relationship; Middle School Teachers; Middle Schools; Secondary School Teachers; *Teacher Attitudes; *Teacher Behavior; Teacher Improvement; Teacher Participation

This study examined the attitudes of middle and high school teachers and administrators about one unsuccessful professional development session. Participant interviews asked: What is a typical day like for you, from when you get up until when you retire? What are your memories of the presentation? Where do you think the hostility at the session came from? What does the professional developer need to know to understand what it is like to teach in your school/department/district? What are other professional development sessions like that you have attended? and How might professional development be structured to be most useful to you? Results highlighted five themes: a history of interpersonal conflict with other teachers; a historical belief that professional development is impractical; feeling overwhelmed by tasks teachers must complete; resentment about top-down decision making in the district; and anxiety about changes occurring in schools. Results were used to reshape the approach to professional development, with sessions only conducted in districts where teachers have real choices and can help guide the direction of professional development.

often have difficulties using additional information adequately, and they should be supported. Two studies involving a computer-supported, problem-based learning environment within a medical school analyzed the effect of strategy instruction on the use of additional information and the quality of the problem representation. In study 1, an expert model was used as strategy instruction. Two groups were compared: a group with strategy modeling and a group without. Strategy modeling influenced learners' frequency of looking up hypertextual information but did not influence the quality of their problem representations. This could be explained by difficulties in applying and contextualizing the general hypertext information to the problem. In study 2, the additional information was presented in a more contextualized way as a graphical representation of the case and its relevant concepts. Two groups were compared: a group with strategy instruction text and a group without. Strategy instruction texts supported an adequate use of this graphical information by learners and had an effect on the quality of problem representation. (Contains 29 references.) (Author/SM)

ED 444 989   SP 039 450

Fischer, Frank; Mandl, Heinz
Construction of Shared Knowledge in Face-to-Face and Computer-Mediated Cooperation.
PUB DATE- 00
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; *Computer Uses in Education; *Cooperative Learning; Educational Environment; Foreign Countries; Higher Education; Learning Strategies; Teaching Methods; Visualization
IDENTIFIERS- Germany; *Knowledge Acquisition; Knowledge Development

This study examined how learners constructed and used shared knowledge in computer-mediated and face-to-face cooperative learning, investigating how to facilitate the construction and use of shared knowledge through dynamic visualization. Forty-eight college students were separated into dyads and assigned to one of four experimental conditions (face-to-face versus computer-mediated cooperation and domain-specific versus domain-unspecific visualization). Students worked on complex cases in which teachers described a plan for an instructional unit and asked for a common evaluation of the plan from a theoretical perspective. Students were given collaborative visualization tools. Dyads in the domain-specific visualization condition received a computer-based graphical mapping tool that included concept cards for case information and cards for theoretical concepts. Learners in the domain-unspecific visualization condition received a computer tool similar to a graphics editor. After pretesting students' domain-specific declarative knowledge and a case task, students collaborated on three cases, then were posttested. Data sources on collaborative knowledge construction came from tape recorded discourses and oral final evaluations. Results indicate that collaborative learning processes were similar among the groups. The processes resulted in comparable resources use, representation, and transfer of shared and unshared knowledge. (Contains 15 should have an impact on curricular decisions regarding metacognitive strategies. Cognitive psychological theory has the potential for understanding what is important in children's learning, and within cognitive psychology, metacognition has the potential to be significant to educators and their practice for children and adolescents. Adult learners also need metacognitive strategies, and those who lack them, as illustrated by the example of women university students with attention deficit hyperactivity disorder, are at a real disadvantage. Efficient learning involves metacognition that is the active control, coordination, and monitoring of learning processes and strategies. (Contains 44 references.) (SLD)

ED 445 010   TM 031 547

Johnson, Burke
It's (beyond) Time To Drop the Terms Causal-Comparative and Correlational Research in Educational Research Methods Textbooks.
PUB DATE- 00
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Causal Models; *Comparative Analysis; *Correlation; *Educational Research; *Research Methodology; *Textbook Content

The terms "causal-comparative" and "correlational" are dated and misleading and suggest a false dichotomy in research. Textbook authors should stop misleading educational research students and researchers in training with the notion that causal-comparative research provides better evidence for causality than correlational research. They should focus on more important issues surrounding causality and how to design relatively strong nonexperimental designs. Because of the importance of nonexperimental research in education, it is essential that students learn how to develop defensible nonexperimental research studies. This will involve making meaningful distinctions among different forms of nonexperimental research and designing studies to meet the intended research purpose. (Contains 32 references.) (SLD)

ED 445 011   TM 031 548

Chu, Kwang-lee; Kamata, Akihito
Nonequivalent Group Equating via 1-P HGLLM.
PUB DATE- 00
NOTE- 35p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Equated Scores; *Groups; Models
IDENTIFIERS- Hierarchical Analysis; One Parameter Model

The quality of nonequivalent group equating by the one-parameter hierarchical generalized linear logistic model (1-P HGLLM) was examined by comparing it with: (1) traditional concurrent equating; (2) Stocking-Lord's method; and (3) multiple-group

DESCRIPTORS- *Academic Achievement; *Accountability; Educational
Change; Educational Policy; Educational Practices; Elementary
Secondary Education; *School Districts; School Role; Schools;
Standards

IDENTIFIERS- *Monitoring

This paper describes, analyzes, and compares local accountability environments in 23 school districts in 8 states, taking the formal external system and informal expectations into account. Data are drawn from a 3-year longitudinal study of standards-based reform in eight states: California, Colorado, Florida, Kentucky, Maryland, Michigan, Minnesota, and Texas. Researchers visited the 23 school districts to interview district staff and conducted site visits in 33 elementary schools in 4 states. Findings show that state-defined and district-defined accountability systems and policies did provide a clear focus for teachers and principals about the attainment of student outcomes, but educators generally faced few formal consequences for not meeting school, district, and state performance goals. When formal consequences did exist, they fell more heavily on students and principals than on teachers. Teachers faced few consequences for poor student performance. Although districts generally did not use student performance data for sanctioning personnel, achievement data were vital to district and school-based decision making. Many of the study districts used the school improvement planning process as a major instrument to inform and foster change. (SLD)

ED 445 033 TM 031 638

Tatik, Tuvia

A Concurrent Validity Study between the Application of Cognitive Functions Scale and the Leiter-Revised International Performance Test.

PUB DATE- 00

NOTE- 43p.; Master's thesis, Touro College.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Dissertations/Theses - Master Theses (042)

DESCRIPTORS- Cognitive Tests; *Concurrent Validity; *Preschool Children; Preschool Education; Pretests Posttests; Special Needs Students; *Student Evaluation

IDENTIFIERS- *Dynamic Assessment; Leiter International Performance Scale

There has been recent interest in Dynamic Assessment in the psychoeducational assessment of preschool children. This study investigated the concurrent validity between the Application of Cognitive Functions Scale (ACFS) (C. Lidz and R. Jepsen, 1999), a Dynamic Assessment, and the Leiter-Revised International Performance Test (Leiter-R) (G. Roid and L. Miller, 1997). Fifteen special needs preschool children were administered the pretest of the ACFS and the Leiter-R. It was hypothesized that similar subtests that measure similar properties of the two instruments would demonstrate significant positive correlations. Results give only partial support for the concurrent validity of the two assessment instruments. There were no cases of significant positive correlations between anticipated similar subtests, but there were four cases of significant positive relationships between unanticipated subtests. Variables such as sample size, scoring methods, actual similarities between subtests, and test format may account for these results. Suggestions for applying posttest ACFS scores with Leiter scores may give more accurate results on the two measures. An appendix contains the cover letter for the study. (Contains 4 tables and 39 references.) (Author/SLD) and teachers were encouraged to refer students to them as they worked to solve problems. Resource materials for teachers were collected and distributed as kits for classroom use. Interdisciplinary teams developed problem solving sessions that required students to think about real-world problems and demonstrate their ability to solve these problems. In the 1996-1997 school year, 69% of students met the Mathematics Proficiency standard, and when these students were tested in grade 8, 76% met the standard. Results on a local problem solving showed continual improvement at each spring and fall assessment. Increases were also apparent in student achievement on the ISTEP test with a substantial improvement from fall 1997 to 1999. (SLD)

ED 445 055   TM 031 671

Harwell, Michael; D'Amico, Laura; Stein, Mary Kay; Gatti, Guido
The Effects of Teachers' Professional Development on Student Achievement in Community School District #2.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.; Pittsburgh Univ., PA. Learning Research and Development Center.
PUB DATE- 00
NOTE- 42p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Achievement; *Educational Change; Elementary Education; *Elementary School Teachers; Mathematics; *Professional Development; Questionnaires; Reading; *School Districts; Teacher Surveys
IDENTIFIERS- *New York City Board of Education

Educators in District #2 in New York City have focused on school reform for more than a decade, shaping their efforts at district-wide instructional improvement through subject-matter initiatives. This study was conducted to explore the influence of a variety of factors on student achievement in District #2 with a particular interest in the role of teacher professional development. Between 1988 and 1998, the percentage of District #2 students achieving at or about grade level rose from 56% to 73% in reading and from 66% to 82% in mathematics, suggesting that the professional development strategy may have had some effects. Achievement and demographic data for District #2's students were obtained, as was information on teachers' backgrounds and professional development experience. Questionnaires completed by 37 teachers in grades 3 and 5 were used, and analyses of the link between achievement and professional development were based on the 848 students of these teachers. Many variables that the school district cannot control, poverty, ethnicity, and proficiency in English, exerted an influence on student performance in reading and mathematics. Socioeconomic status had a strong relationship with classroom level reading performance, but teachers' reported engagement in professional development made a difference in that the relationship between gender and reading achievement was weakened when teachers discussed their literacy instruction with colleagues and with their principals frequently. Some possible reasons professional development did not show more powerful effects in reducing the achievement gap are discussed. This study has provided a foundation for other intelligence, yielding Vocabulary, Matrices, and IQ composite scores. The test is easy to administer, and questions are scored objectively, making it easy for examiners who lack formal training in intelligence assessment to score the test. Data from the standardization sample and data in support of content, construct, and concurrent validity are all presented in the K-BIT manual. Because of the small sample size of the population aged 20 to 90 used in norming the test, it is recommended that scores for that population be interpreted cautiously. (SLD)

ED 445 076 TM 031 753

Hines, Joy L.; Foil, Carolyn R.
Covariance Corrections: What They Are and What They Are Not.
PUB DATE- 00
NOTE- 27p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Dallas, TX, January 27-29, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Analysis of Covariance; *Research Methodology

Researchers are often faced with the dilemma of having to use intact groups. Analysis of covariance (ANCOVA) is sometimes used as a means of leveling unequal groups. However, only after five assumptions have been met is it safe to use ANCOVA. Part and partial correlations also invoke statistical correlation procedures. This paper reviews these covariance correction procedures, explains the relevant assumptions and potential pitfalls related to the analysis, and discusses research situations when their use is warranted or ill-advised. (Contains 1 figure, 5 tables, and 13 references.) (Author/SLD)

ED 445 077 TM 031 754

Cousin, Sherri L.; Henson, Robin K.
What Is Reliability Generalization, and Why Is It Important?
PUB DATE- 00
NOTE- 28p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Dallas, TX, January 27-29, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Data Analysis; *Error of Measurement; *Estimation (Mathematics); *Generalization; Meta Analysis; *Reliability

Researchers consistently fail to report reliability estimates for data used in their studies. This lack of reporting hinders appropriate evaluation and interpretation of data and may lead to inappropriate conclusions. Because reliability is inured to scores obtained from a test, and not the test itself, it is important to report score reliability in both measurement and substantive studies. Failure to report reliability estimates is a practice that plagues social science research and may undermine results across studies. Reliability generalization (RG) is a meta-analytic method that looks at the reliability of scores from tests and helps to determine what is causing measurement error across studies. RG has the potential to help researchers use specific tests more accurately and to help down to school districts is not the right way to implement new policies. Standards, assessment, and accountability must be thought of in a holistic way, and the complexity of the issues must be recognized. Educators must welcome the demand and directive that standards be implemented, and they must leave policy decisions to policymakers. Policy questions may include "why" something is done, but "what" and "how" questions are not policy and are the province of educators. Policy implementation should be guided by clear policy direction and support. It must also be recognized that standards, assessment, and accountability are not linear. The current system almost guarantees that standards-based classrooms will not happen because an assessment culture has developed based on measurement that has in many cases turned into a testing culture. To support standards, a learning and teaching culture must be developed that is not defined by measurement, but by the outcomes that educators are trying to achieve. Policy issues that should frame the substance and content of policies about standards, assessment, and accountability include: a broad definition of accountability; the recognition of the importance of classroom-based assessment on top of which school- and district-based assessment and, finally, state assessment can stand; the improvement of learning, which should be the purpose of all standards, assessment, and accountability; the importance of classroom tests in providing information about students; and the principle that accountability leads to responsibility. (SLD)

ED 445 099   TM 031 780

Hall, Gene E.; George, Archie A.
The Use of Innovation Configuration Maps in Assessing Implementation: The Bridge between Development and Student Outcomes.
PUB DATE- 00
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Innovation; Elementary Secondary Education; *Evaluation Methods; Program Implementation; Research Methodology
IDENTIFIERS- *Innovation Configurations; *Mapping

This paper describes Innovation Configuration (IC) Mapping as an approach for assessing the extent of implementation of a program. An IC Map is similar metaphorically to a road map in that it summarizes different ways of getting from one point to another. Each map consists of basic units, or components, that can be made operational in a number of ways (variations). Components can be combined into clusters. The focus in an IC map is on identifying and describing what one would observe in a setting in which the innovation is in use. IC maps are useful in many situations, including self-reflection, peer observation, other observations, staff development diagnostics, document implementation, and personnel evaluation. An IC map does not tell a researcher how to collect the data. It is only a recording device. (SLD)

ED 445 100   TM 031 781

tends to drive out good practice. To avoid this, the hierarchy of the school system must be reversed to focus on the classroom first. Teachers must be helped to develop the knowledge, skills, and attitudes to define what students should learn, and then they must learn to determine how they will know students have learned what they should. In Nebraska, the state department of education is trying to create a systems approach to standards, assessment, and accountability that rests on local definition of standards. (SLD)

ED 445 121 TM 031 805

Ashbaugh, John B.
Peer Evaluation and Professional Community in Public Education: A Study of Two School Districts.
PUB DATE- 00
NOTE- 42p.; Paper prepared for the National Evaluation Institute (San Jose, CA, July 20-23, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; *Peer Evaluation; *Professional Development; Public Schools; Suburban Schools; Surveys; *Teacher Evaluation; *Teachers; Urban Schools

This paper reports preliminary results from a survey of teachers and administrators within a sample of schools in 2 school districts in which peer evaluation programs have been in use for more than 10 years. Columbus, Ohio, is a large urban district whose 5,000 teachers are represented by an affiliate of the National Education Association. Poway, California, is a medium-sized suburban district whose 1,600 teachers are represented by an affiliate of the American Federation of Teachers. The study examines the perceived success of these evaluation models in improving teacher quality, encouraging professional development and growth, and assessing the relative performance of teachers fairly. In addition, the survey examines how educators in the two districts perceived their influence on a variety of school decision-making areas. Responses were received from 310 teachers, an overall return rate of 23.6%. These data were then compared with similar perceptions among teachers in a national survey conducted in 1994. Educators in both districts reported high levels of individual professional commitment to teaching relative to the national sample. The survey also examined a variety of school climate topics in the two school districts. Educators in these two peer evaluation districts revealed higher than average levels of satisfaction and feelings of effectiveness toward their work, as well as higher levels of cooperation, coordination, participation, sharing of values, supportive administration, and general communication. The survey also reveals some of the actions that teachers have taken to improve their performance based on their evaluations. An appendix contains written comments from survey respondents. (Contains 11 tables and 20 references.) (SLD)

ED 445 122 TM 031 806

Radinsky, Josh; Leimberer, Jennifer Mundt; Gomez, Louis M.
Reflective Inquiry with Complex Data: A Case Study of Dispositional Learning.
PUB DATE- 00
NOTE- 84p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28,

and Craig T. Ramey); (4) "The Three Types of Early Childhood Programs in the United States" (Lawrence J. Schweinhart); (5) "Lessons from Europe: European Preschools Revisited in a Global Age" (Sarane Spence Boocock); (6) "The Science and Policies of Early Childhood Education and Family Services" (Robert B. McCall, Lana Larsen, and Angela Ingram); (7) "Kindergarten Programs: Readiness, Transitions, and Delay of Kindergarten Entry" (Elizabeth Graue); (8) "The Added Value of Continuing Early Intervention into the Primary Grades" (Arthur J. Reynolds); and (9) "Grade Retention, Social Promotion, and 'Third Way' Alternatives" (Karl L. Alexander, Doris R. Entwisle, and Nader Kabbani). (SLD)

ED 445 142 UD 033 739

Addressing Community Gang Problems: A Practical Guide. Monograph.
SPONS. AGENCY- Department of Justice, Washington, DC. Bureau of Justice Assistance.
PUB DATE- 98
NOTE- 231p.; For a companion monograph, "Urban Street Gang Enforcement," see ED 427 146. Contributors were John Stedman, Deborah Lamin Weisel, Robert P. McNamara, High Nugent, William Spelman, Marilyn B. Ayres, and George E. Capowich.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Community Programs; *Delinquency; *Juvenile Gangs; Models; Problem Solving; *Program Development; Urban Schools; *Urban Youth

This monograph provides guidelines for agencies and community groups to develop individualized responses to local gang problems. The manual contains a foundation for understanding the diverse nature of gangs, the problems they pose, and the harm they cause. Two models are presented for addressing gang-related problems. The problem-solving model to be applied to gang problems is often referred to as SARA, for the four steps in the process: scanning, analysis, response, and assessment. The gang-problem triangle is a method of analyzing or developing a deeper understanding of local gang problems and pointing to fruitful avenues of response. The guide contains these chapters: (1) "Introduction"; (2) "Defining the Community's Gang(s)"; (3) "Gang Involvement in Drugs and Violence"; (4) "Gang Graffiti"; (5) "Needs Assessments for Gang Problems"; (6) "Addressing Gang Problems through Strategic Planning"; (7) "Civil Remedies for Gang-Related Harm"; and (8) "Evaluating Anti-Gang Efforts." Two appendixes list references and sources for further information. (Contains 51 exhibits and 138 references.) (SLD)

ED 445 143 UD 033 740

Leos-Urbel, Jacob; Bess, Roseana; Geen, Rob
State Policies for Assessing and Supporting Kinship Foster Parents. Discussion Papers. Assessing the New Federalism: An Urban Institute Program To Assess Changing Social Policies.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.; Kellogg Foundation, Battle Creek, MI.; Robert Wood Johnson Foundation, Princeton, NJ.; Weingart Foundation, Los Angeles, CA.; Henry J. Kaiser Family Foundation, Menlo Park, CA.; Ford Foundation, New York, NY.; John D. and Catherine T. MacArthur Foundation, Chicago, IL.; Mott (C.S.) Foundation, Flint, MI.; David and

educational opportunities for children and whether competition encourages or discourages schools to respond to the needs and demands of students and parents. The research relies on information from the Wayne County Regional Service Agency, which contains 34 urban and suburban school districts, and data from state-generated publications. Anecdotal data were gathered through interviews with district superintendents and charter school principals. The evidence suggests that those who seek to improve education for Michigan children should embrace competition among schools rather than fear it. Competition has provided a powerful incentive for improvement while expanding the ability of parents to choose the school that best meets the needs of their children. There is very little evidence to suggest that competition has harmed the cause of better education in Michigan, and there is clear evidence that school choice and competition put pressure on low-performing school districts to improve. Recommendations are made for expanding parental choice in education. Appendixes contain a chart of student enrollment in Wayne County and a description of theme schools and academies in Dearborn, Michigan. (Contains 42 footnotes.) (SLD)

ED 445 164 UD 033 764

Duran, Carmen; Cuchi, Paloma
Promoviendo un Futuro Saludable: Manual de Entrenamiento para Educadores de Salud e Instructores que Trabajan con Jovenes Promotores de Salud, Jovenes Consejeros o Educadores y Voluntarios (Promoting a Healthy Future: Training Manual for Health Educators and Instructors Who Work with Young Health Promoters, Young Counselors or Educators and Volunteers).
SPONS. AGENCY- Centers for Disease Control (DHHS/PHS), Atlanta, GA.
PUB DATE- 97
NOTE- 299p.
LANGUAGE- Spanish
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Adolescents; Health Education; Health Personnel; *Health Promotion; *Hispanic Americans; Prevention; Sex Education; *Training; Volunteers; *Young Adults

This manual is designed to help the Latino community in its work of incorporating young people into disease prevention efforts and health education. It provides basic information on 12 health themes along with suggestions and resource materials for the instructor. The young people trained through this manual may work in a number of education and prevention activities, including helping in clinics, giving educational talks, serving as counselors in schools and community sites, and helping in a variety of other ways. The 12 themes are: (1) "Introduction to the Course"; (2) "The Clinic" (introduction to clinic procedures and policies); (3) "Vital Signs" (what they are and how to record them); (4) "HIV, AIDS, and Sexually Transmitted Diseases"; (5) "Reproductive Health"; (6) "Nutrition and Exercise"; (7) "Abuse of Harmful Substances"; (8) "Mental Health"; (9) "Immunizations"; (10) "Pregnant Adolescents"; (11) "Sexual Violation" (rape and sexual aggression); and (12) "Health Careers." (SLD)

ED 445 165 UD 033 765

Martin, Rachel
Sabemos y Podemos: Learning for Social Action. Adult Education

Results provide evidence that conducting pre-workshop interviews with participants is an essential factor in improving the culture of workshops. (Contains 13 references.) (SM)

ED 444 970 SP 039 425

Dinkelman, Todd
Conceptions of Democratic Citizenship in Preservice Social Studies Teacher Education: A Case Study.
PUB DATE- 99
NOTE- 45p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Citizenship Education; *Democracy; *Democratic Values; Elementary Secondary Education; Higher Education; Preservice Teacher Education; Prior Learning; *Social Studies; Student Teacher Attitudes; Student Teachers

Education for a democratic society has been a powerful, long-standing rationale for the entire public school curriculum, but the idea has special relevance for social studies education. This study used action research and qualitative case study to examine the extent to which notions of democratic citizenship developed in the personal theories of teaching held by five preservice social studies teachers during the final year of their teacher education program. In this case, rationale-building around conceptions of democratic citizenship was a dynamic and variable process predominantly influenced by prior beliefs, the formal teacher education program, and field placement contexts. The results raise questions about the possibilities for democratic projects in teacher education, the supports needed to facilitate such work, and the role beliefs play in the instructional decision making of beginning teachers. (Contains 60 references.) (Author/SM)

ED 444 971 SP 039 426

Dinkelman, Todd
Service Learning in Student Teaching: "What's Social Studies For?"
PUB DATE- 00
NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Citizenship Education; *Democracy; *Democratic Values; High Schools; Higher Education; Preservice Teacher Education; *Service Learning; *Social Studies; Student Teacher Attitudes; Student Teachers; Student Teaching; Student Volunteers

This study examined the potential of service learning in reform-oriented social studies teacher education, focusing on how service learning influenced one preservice teacher's understanding of social studies as a form of democratic civic education. The preservice teacher's service learning experience was incorporated into his field-placement curriculum. The study involved interviews with the student teacher, on-site observations, assignments and written work, and interviews with references.) (SM)

ED 444 990 SP 039 451

Marcondes, Maria Ines
Current Issues in Student Teaching Supervision in Brazil.
PUB DATE- 00
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Research; Elementary Secondary Education; Foreign Countries; Higher Education; Preservice Teacher Education; *Student Teacher Supervisors; Student Teachers; *Student Teaching; Supervision
IDENTIFIERS- *Brazil

This paper explains how undergraduate student teaching programs in Brazil, and relationships between universities and local public schools, depend on the dominant theoretical view of teacher education. This dominant theoretical view is determined by the sociopolitical context and involves power relations. When this theoretical view changes, student teaching supervision also changes. Section 1 describes student teacher supervision in the Brazilian context. Generally, a supervisor is responsible for coordinating a group of student teachers. Supervision involves choosing the school where student teaching will occur, obtaining permission from the school for the student teaching, analyzing student teachers' reports, helping student teachers prepare lessons, and evaluating student teachers at the end of the year. Section 2 describes different tendencies in teacher education research and resulting consequences on the supervision process from the 1970s to the present. The main questions addressed relate to theoretical aspects of methodological approaches used by supervisors in teaching practice courses and the school itself as the place where the practicum occurs. Section 3 examines current issues in supervision, including the theory-practice relationship and how to overcome repetitive practices in the school context and transform the student teaching experience in a fulfilling, rewarding way. (Contains 14 references.) (SM)

ED 444 991 SP 039 452

Myers, Charles B.
A Study of the Practice-Based Professional Improvement Project: Teachers Improving Their Own Practice.
PUB DATE- 00
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Educational Improvement; *Faculty Development; High Risk Students; High Schools; Power Structure; Public Schools; Secondary School Teachers; Teacher Collaboration; *Teacher Improvement; Teacher Responsibility; Teamwork; Urban Schools

concurrent equating. Root mean squared errors (RMSEs) for item parameters indicated that there was no prominent difference among the four equating methods, and none of the four methods was consistently better than other methods across the entire item difficulty range. RMSEs for ability parameters of 1-P HGLLM were similar to those of traditional concurrent equating, which resulted in higher RMSEs than the Stocking-Lord method and multiple-group concurrent equating. The 1-P HGLLM method did not show advantages compared to other equating methods, but it did not show many disadvantages either. It is suggested that the equating model be extended in situations in which the effects of persons and group characteristics on performance are of interest. (Contains 6 tables, 18 figures, and 13 references.) (Author/SLD)

ED 445 012 TM 031 549

Impara, James C.; Plake, Barbara S.
A Comparison of Cut Scores Using Multiple Standard Setting Methods.
PUB DATE- 00
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (81st, New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cutting Scores; Intermediate Grades; *Mathematics Tests; Scoring Formulas; Standards
IDENTIFIERS- *Angoff Methods; *Standard Setting

This paper reports the results of using several alternative methods of setting cut scores. The methods used were: (1) a variation of the Angoff method (1971); (2) a variation of the borderline group method; and (3) an advanced impact method (G. Dillon, 1996). The results discussed are from studies undertaken to set the cut scores for fourth grade reading and mathematics in a public school system. Twenty-two elementary school teachers served as judges. The three methods tended to result in similar cut scores with certain predictable variations. When the cut score was set in the lower tail of the distribution, the Angoff method tended to result in a cut score that was lower than the cut score set using the borderline group method. Recommendations are made for supplementing the Angoff method with additional data from alternative methods to improve the appropriateness of this method when setting performance standards in school settings. (Contains 15 references.) (Author/SLD)

ED 445 013 TM 031 550

Impara, James C.; Giraud, Gerald; Plake, Barbara S.
The Influence of Providing Target Group Descriptors When Setting a Passing Score.
PUB DATE- 00
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cutting Scores; Definitions; *Groups; High Schools; Middle Schools; *Pass Fail Grading; *Secondary School Teachers;

ED 445 034   TM 031 639

Loveless, Peggy
Does Self-Stereotyping Affect Performance on the ACT Assessment?
  ACT Research Report Series.
PUB DATE- 00
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test,
  Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Black Students; College Entrance Examinations;
  Ethnicity; *High School Students; High Schools; *Racial
  Differences; *Self Evaluation (Individuals); *Stereotypes;
  Whites
IDENTIFIERS- *ACT Assessment; African Americans

Self-stereotyping, defined as the activation of stereotypes about oneself because of membership in a particular group, has been shown in certain situations to enhance or diminish cognitive performance. This study examined the effects of asking 1,107 African American and Caucasian American high school juniors from 22 schools to indicate their race/ethnicity at selected times before taking the ACT Assessment. The selected times included 2 weeks before testing and right before testing. Previous studies suggested that African American students would have diminished performance and that Caucasian American students would have enhanced performance if they were reminded of their ethnicity before testing. No significant differences were found between experimental groups who were asked their race/ethnicity before testing and control groups asked their race/ethnicity only after testing. An appendix contains the study questionnaires. (Author/SLD)

ED 445 035   TM 031 640

Cagiltay, Kursat; Bichelmeyer, Barbara
Differences in Learning Styles in Different Cultures: A
  Qualitative Study.
PUB DATE- 00
NOTE- 23p.; Paper presented at the Annual Meeting of the American
  Educational Research Association (New Orleans, LA, April 24-28,
  2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference
  Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Style; *Cultural Differences; Educational
  Environment; Foreign Countries; *Graduate Students; Graduate
  Study; Higher Education; Qualitative Research
IDENTIFIERS- Turks; United States

A qualitative study explores culture and learning styles relationships for three Turkish and two U.S. graduate students at a U.S. university. Each participant provided information in a semistructured interview for about 2 hours. All three Turkish students stressed the conservative nature of their culture and its effects on learning. Turkish students did not perceive a high level of collaboration in Turkish schools where students typically worked alone because the system was based on rote learning. Turkish students indicated the difficulties they had faced in writing reflection papers and the problems they experienced with the interactive nature of the courses. Findings show that culture has some effect on learning styles. Cultural expectations toward power relationships in the studies that will measure the linkages between various aspects of District #2's theory of action and student outcome measures. Two appendixes contain a discussion of study methodology and the teacher survey. (Contains 24 references.) (SLD)

ED 445 056   TM 031 672

Impara, James C.; Plake, Barbara S.; Buckendahl, Chad W.
The Comparability of Norm-Referenced Achievement Tests as They Align to Nebraska's Language Arts Content Standards.
PUB DATE- 00
NOTE- 13p.; Paper presented at the Annual Large Scale Assessment Conference (Snowbird, UT, June 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Achievement Tests; Elementary Secondary Education; *Language Arts; *Norm Referenced Tests; *State Standards; *Teachers; Validity
IDENTIFIERS- Curriculum Alignment; *Nebraska

Three separate studies were designed to provide information on the alignment of norm-referenced achievement test items in language arts to Nebraska's content standards at grades 4, 8, and 11. The information was used to evaluate the alignment of the tests to the standards as well as compare that alignment across the five tests. There were 20 teachers on the 4th-grade panel, 10 teachers on the 8th grade panel, and 10 on the 11th grade panel. Teachers from school districts across the state were selected to participate in these studies. The teachers evaluated how well items from these tests aligned to content standards in reading, writing, speaking, and listening. Results for language arts showed moderate alignment between the norm-referenced test items and standards. These studies were used as validity evidence for Nebraska's state assessment model that permits school districts to select the norm-referenced test that best meets their needs and then to supplement that test with district developed assessments to address what the norm-referenced tests do not measure. (Contains 3 tables and 10 references.) (SLD)

ED 445 057   TM 031 673

Sparkman, Dana
Assessing Transition Skills in Employment Settings: A Potential Model.
PUB DATE- 00
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Disabilities; *Job Skills; *Special Education; *Student Evaluation; *Transitional Programs
IDENTIFIERS- Individuals with Disabilities Educ Act Amend 1997

This paper describes a model for assessing transition skills of special needs students in an employment situation. The reauthorization of the Individuals with Disabilities Education Act (IDEA) ensured that students with special needs would participate in the development of a transition plan by the age of 14. The requirement to include transition goals for these students has presented a new challenge for educators: how to assess skills in transition environments. Traditional methods of assessment have addressed prevocational skills, but little identify specific sample characteristics and other factors that influence and affect score data. The purpose of this paper is to discuss the sample dependency of score reliability, emphasize the importance of measurement, even in substantive studies, and explain the premises and procedures of RG. (Contains 1 figure, 1 table, and 29 references.) (Author/SLD)

ED 445 078 TM 031 755

Devroop, Karendra
Correlation versus Causation: Another Look at a Common Misinterpretation.
PUB DATE- 00
NOTE- 13p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Dallas, TX, January 27-29, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Causal Models; *Correlation; Research Design; *Research Problems

The purpose of this paper is to articulate the common confusion of correlation for causation. Various articles that have addressed this issue are reviewed, and possible reasons for the misinterpretation of correlation as causation are presented. The differences between correlational and experimental research designs are reviewed, and the implications of their findings are discussed. Discrimination between these two research designs is also highlighted in view of the abilities of the designs to allow the inference of correlation or causality. The dangers of confusing correlation with causality are discussed, and an example of a linear regression analysis is used to illustrate how correlation can be mistaken for causality. (Author/SLD)

ED 445 079 TM 031 756

White, Amy E.
Result Generalizability and Detection of Discrepant Data Points: Illustrating the Jackknife Method.
PUB DATE- 00
NOTE- 14p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Dallas, TX, January 27-29, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Data Analysis; Educational Research; *Estimation (Mathematics); *Generalization
IDENTIFIERS- *Jackknifing Technique; *Research Replication

The jackknife, as refined by J. Tukey (1958), is a valuable tool for the internal replication of a study. The jackknife statistic is particularly useful with small sample sizes. Large samples are labor intensive, and other methods better address this situation. The jackknife procedure involves the use of a single sample drawn from a normally distributed population. The jackknife procedure is a general method for reducing the bias in an estimator while providing a measure of the variance of the resulting estimator by sample reuse. The essence of the jackknife approach is to partition out the impact of a particular subset of the data on an estimate derived from the

Hamilton, Scott; Herdman, Paul
Test Results from Massachusetts Charter Schools: A Preliminary Study.
PUB DATE- 97
NOTE- 49p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Achievement Tests; *Charter Schools; Elementary Education; Standardized Tests; *Test Results
IDENTIFIERS- *Massachusetts

Test results for students from Massachusetts charter schools were analyzed. As 14 Massachusetts charter schools completed their second year of operation, and 7 more finished their first year, results from standardized tests taken by charter school students were becoming available. Test results are the only indicators of performance analyzed in this report, although they will not be the only indicators considered by the Massachusetts Department of Education in evaluating the performance of a charter school. Tests results show that, with two exceptions, students who entered the charter schools on average scored at, or below, district or national test averages. Other data also suggest that 80% of the charter schools that opened in 1995 (12 of 15) have enrolled students who are average or below average in academic performance. Early preliminary results for charter schools from other sources are promising, and charter schools are now using a combination of standardized tests, portfolio assessment, and other performance measures in order to demonstrate educational results. An appendix contains an assessment profile for each of 22 charter schools. (SLD)

ED 445 101 TM 031 782

Education Statistics Quarterly, Spring and Summer 2000.
PUB DATE- 00
NOTE- 316p.; Individual articles available in the "Current Index of Journals in Education." For the individual journal articles for issue 1 in CIJE, see TM 522 882-915. For the individual articles for issue 2 in CIJE, see TM 523 023-045. Published quarterly.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Numerical/Quantitative Data (110)
DESCRIPTORS- Data Collection; *Educational Research; Elementary Secondary Education; Higher Education; *Kindergarten Children; *National Surveys; Preschool Education; Program Descriptions; School Statistics; *Statistical Analysis; Tables (Data)
IDENTIFIERS- *Common Core of Data Program; *National Center for Education Statistics

This publication provides a comprehensive overview of work done across all parts of the National Center for Education Statistics (NCES). Each issue contains short publications, summaries, and descriptions that cover all NCES publications and data products released during a 3-month period. Each issue also contains a message from the NCES on a timely subject in education statistics and a featured topic with invited commentary. The focus of volume 2, issue 1 is on "America's Kindergartners," the first report to present findings from the NCES Early Childhood Longitudinal Study (ECLS). ECLS completes the picture of the U.S. education system with surveys of 2 cohorts of the youngest learners, about 22,000 children from the kindergarten class of 1998-1999 and about 15,000 newborns

2000).
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Case Studies; *Context Effect; *Middle School Students; Middle Schools; Models; *Science Instruction
IDENTIFIERS- *Reflective Inquiry

The importance of reflection in classroom inquiry is widely acknowledged, yet educators know more about the difference between reflective and nonreflective work than they know about the process of becoming more reflective. This study proposes a conceptual framework for linking three contexts of inquiry learning: (1) the conceptual terrain of the inquiry domain within which students are to learn to reflect, here called the "data context"; (2) the activity system within which curriculum is enacted by teacher and students, here called the "task context"; and (3) the factors that constitute an individual student's understanding and sense of self, here called the "role context." This framework is used to interpret the changes in modes of inquiry activity and understanding, and the development of more reflective dispositions, of two middle school students as they progress through an inquiry science unit designed by the authors. (Contains 26 figures and 48 references.) (Author/SLD)

ED 445 123 TM 031 807

Radinsky, Josh; Loh, Ben; Mundt, Jennifer; Marshall, Sue; Gomez, Louis M.; Reiser, Brian J.; Edelson, Daniel C.
Problematizing Complex Datasets for Students: Design Principles for Inquiry Curriculum.
PUB DATE- 99
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Uses in Education; *Curriculum Development; *Inquiry; Student Evaluation
IDENTIFIERS- Complex Concepts; *Reflective Inquiry

Recent advances in computer technologies have provided new tools for accessing complex data for classroom inquiry. The effectiveness of these tools for learning depends on the extent to which students learn to engage them reflectively. From an analysis of the design of an earth science inquiry unit using complex datasets, the authors (researchers and a middle school science teacher) propose four design principles that promise to be effective in promoting the development of reflective inquiry habits and skills. These are: (1) cultivating the need for data; (2) introducing data through students' work; (3) promoting debate with evidence; and (4) building inquiry on earlier products of students' work. (Contains 8 figures and 19 references.) (Author/SLD)

ED 445 124 TM 031 808

Simonsson, Marie; Poelzer, Harold; Zeng, Liang
Teacher Certification Tests: Variables That Determine Success for Secondary Pre-Service Teachers.
PUB DATE- 00

Lucile Packard Foundation, Los Altos, CA.; McKnight Foundation, Minneapolis, MN.; Commonwealth Fund, New York, NY.; Fund for New Jersey, East Orange.; Lynde and Harry Bradley Foundation, Milwaukee, WI.; Joyce Foundation, Chicago, IL.; Rockefeller Foundation, New York, NY.
PUB DATE- 00
NOTE- 75p.; Additional support provided to the Assessing the New Federalism Project by the Stuart Foundation.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Evaluation Methods; *Financial Support; *Foster Care; Foster Children; Foster Family; *Placement; *State Programs; Surveys
IDENTIFIERS- *Kinship Foster Care

This study provides updated information about states' kinship care policies for children in foster care based on a survey conducted in 1999. Almost all states give preference to and seek out kin when placing a child in foster care. However, states vary in the way that they assess and support kinship care. Most states assess kin differently than nonkin foster parents. Some kin receive foster care payments while others are supported with lesser payments. The paper also analyzes the impacts of the Adoption and Safe Families Act (ASFA) final rule on kinship care and discusses the challenge of creating kinship care policies that ensure child safety and address the unique needs of kin. The ASFA requires that a state's kinship care standards be the same as its nonkinship foster care licensing requirements, but it does not require that policies be uniform across the states. (Contains 4 figures, 6 tables, and 43 references.) (SLD)

ED 445 144 UD 033 741

Wardle, Francis
Multiracial Children and Developmentally Appropriate Practice in Brazil: Some Preliminary Observations.
PUB DATE- 00
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Child Development; Child Rearing; Disadvantaged Youth; *Educational Practices; Foreign Countries; Multicultural Education; *Multiracial Persons; Poverty; *Racial Discrimination
IDENTIFIERS- *Brazil; *United States

This paper focuses on differences in Brazil and the United States in attitudes toward multiracial and multiethnic children and developmentally appropriate practice in education and child rearing. Child rearing in Brazil is characterized by a generally permissive approach with a high degree of patience, although parent-child relationships among the very poor are more direct and more punitive. The debate about developmentally appropriate practice in schools in Brazil, where the differences between the ruling class and the lower class are clear, is the same philosophical debate that drives all curriculum decisions: Is the role of education to perpetuate society as it is or to change it to what it should be? Brazil does take an approach to interracial marriage and mixed-race children that is very different than that traditionally taken in the United States. In the United States, racial classification is driven by genetics and the historical "one drop" of blood rule, but the Brazilian system is based purely

Curriculum. English Edition.
PUB DATE- 99
NOTE- 188p.; "With Alejandra Domenzain." Sponsored by Western Union.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Academic Achievement; *Adult Education; Community Involvement; *Curriculum; *Hispanic Americans; *Social Action; *Spanish Speaking; Work Environment
IDENTIFIERS- Latinos

This adult education curriculum, part of the Aprender Es Poder (To Learn Is Power) program, explores the themes of school success for Latino children, expands the work options and improves the working conditions of Latino adults, and identifies community issues. It is meant to be a resource for English as a Second Language Literacy and adult basic education programs. It provides guidelines for organizing for change and for forming alliances with youth, parents, teachers, and community members for social action. The book is designed to be a guide, and not a package to be used from beginning to end. Activities and discussion ideas are meant to provide opportunities for students to engage with the themes raised. The curriculum sections are: (1) "Educating Our Children"; (2) "Our Working Lives"; and (3) "Community Action." A list of resources includes books, articles, and organizations that can supply additional information. This curriculum is also available in Spanish. (SLD)

ED 445 166 UD 033 766

The Impact of Immigration Enforcement by Local Police on the Civil Rights of Latinos. Issue Brief.

PUB DATE- 99
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Civil Rights; Federal Legislation; *Hispanic Americans; *Immigrants; Immigration; Immigration Inspectors; *Law Enforcement; Minority Groups; *Police
IDENTIFIERS- *Latinos

This paper discusses the provisions of the Illegal Immigration Reform and Immigrant Responsibility Act of 1996 (IIRIRA) (sections 642 and 133) and outlines some concerns with the new Immigration and Naturalization Service (INS) Quick Response Team initiative. It also examines the current relationships among local police, the INS, and local Latino communities. Cooperation between the INS and state or local police forces has thus far been restricted to incidents in which there is a clear need for coordinated activity between the INS and another law enforcement activity, but the IIRIRA represents a sweeping reform of the way undocumented immigrants found in the United States are treated under the law, greatly increasing the role of local police. The complexity of immigration law will increase the likelihood that U.S. citizens, lawful permanent residents, and lawfully abiding immigrants will be victimized because of a police officer's unfamiliarity with the law. New regulations also have the potential to compromise community trust in local law enforcement by making local officers appear to be agents of the INS. Some recommendations are made for improving the situation, including the firm suggestion that the university supervisor. Results indicated that service learning influenced aspects of the student teacher's beliefs and conceptions about teaching, but it did little to further a rethinking of his aims as a social studies practitioner. His success with service learning led him to think more deeply about what counts as meaningful democratic education, gave him a greater sense of his obligation to consider his teaching vis-a-vis the broader social order, and provided first-hand experience in delivering instruction that engaged student interest and fostered critical thinking. Though he believed service learning was his most powerful and effective teaching experience during the semester, he mostly failed to connect what he learned from it to his developing rationale for social studies. (Contains 49 references.) (SM)

ED 444 972 SP 039 427

Lewis, Catherine
Lesson Study: The Core of Japanese Professional Development.
SPONS. AGENCY- National Science Foundation, Washington, DC.
PUB DATE- 00
NOTE- 48p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Education; *Faculty Development; Foreign Countries; Inservice Teacher Education; *Science Education; Science Teachers; *Teacher Improvement; Teaching Methods
IDENTIFIERS- *Japan

This paper describes research lessons, which form the core of a larger process called lesson study within Japanese elementary science faculty development. Research lessons are actual classroom lessons with students which are: observed by others; planned for a long time, usually collaboratively; designed to bring to life particular goals of education; recorded; and discussed. Types of research lessons include within-school lessons, lessons open to teachers outside the school, and lessons as part of national conferences. After presenting an example, the paper discusses the impact of research lessons, examining how they contribute to the improvement of education. The strengths of research lessons are: individual professional development; learning to see children; spreading new content and approaches; connecting individual teachers' practices to school goals and broader goals; competing views of teaching bump into each other; creating demand for improvement; shaping national policy; and honoring the central role of teachers. Several features of Japanese education support research lessons: a shared, frugal curriculum; established collaboration; belief that teaching can be improved through collective efforts; self-critical reflection; stability of educational policy; instructional improvement time focused on instruction; and focus on the whole child. The paper concludes by discussing lesson study's future role in the United States. (Contains 25 references.) (SM)

ED 444 973 SP 039 428

Li, Xiaoping; Zhang, Mingyuan
Effects of Early Field Experiences on Preservice Teachers' Efficacy Beliefs--A Pilot Study.

IDENTIFIERS- Nashville Metropolitan Public Schools TN

This paper describes the development and implementation of the Practice-Based Professional Improvement Project, a teacher-led high school improvement project that has improved academic success at several inner-city high schools in Nashville, Tennessee. The project believes that: teachers are key to school improvement; most teachers sincerely want to strive to help student learn; and most teachers are informed, skilled professionals who want to improve their teaching. Teachers collaborate to identify their own goals for improving student learning, develop and implement plans to accomplish their goals, and assume responsibility for results. The project emphasizes school activities intended to meet teacher-identified school needs. A case study of the project's first 2.5 years included: data gathered by individual project participants, reflective journal entries, meeting notes, planning materials, and recorded observations of meetings and teaching; artifacts from and observations of teaching; student reactions and comments; samples of student work; student academic performance data; and written project plans and reports. Lessons learned include: teacher power, willingness, authority, and ownership are critical to success; implementing this project involved difficult cultural and locus-of-authority shifts; teacher and student working relationships are more important than project design; and teacher participation must be voluntary. (Contains 72 references.) (SM)

ED 444 992   SP 039 453

Anderson, Marcellina H.
A Comparative Analysis of Teachers' Individual Morale Levels and Their Assessed Morale Levels of Colleagues.
PUB DATE- 00
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Collegiality; Elementary Secondary Education; Principals; Teacher Administrator Relationship; *Teacher Attitudes; *Teacher Morale; Teacher Student Relationship; Teachers; Teaching Conditions

This study investigated elementary and secondary teachers' morale levels and their perceptions of the morale levels of their colleagues. Between April 1998 and April 1999, participating teachers completed the Teacher Outlook and Perceptions Survey, which contained 47 items reflecting their work experiences and what they see in the future for their jobs. Data analysis indicated that the morale defined by the group was an inaccurate assessment of teachers' individual morale levels. The elements within the building did not predict individual morale and colleague's morale in the same way. The similar ratios of individual morale compared to colleague's morale indicated that peer assessment was not the best way to ascertain the morale in a building. The results indicate that teacher morale is primarily independent of the morale exhibited by colleagues. Although individual morale and the morale exhibited by colleagues are correlated, school factors influence the two in varying magnitudes. The results suggest that student behavior and learning have a much greater impact on teacher morale than does administrative behavior. An

*Standards
IDENTIFIERS- *Standard Setting

A study was conducted to explore empirically the effect of different definitions of the target examinee on the judgment of panelists setting a passing score. Two cut score studies were done in a school district for the same test within a 6-month period, and different definitions of the target candidate were provided for each study. In October 1998, 15 teachers, all of whom were middle school or high school mathematics teachers, participated in the first standard setting exercise. The target student was called the "Barely Master Student," a student whose skills are sufficient to justify graduation, "but just barely." The methods and procedures for the April study were essentially the same, but the target examinee was designed to be more skilled. The 10 panelists who participated in both studies typically set higher standards when the target student definition represented a more skilled student. The findings suggest that under the same conditions, cut scores can be very reliably set across time and panels, but when elements of the cut score study change, the cut score may change accordingly. (SLD)

ED 445 014   TM 031 551

Pope, Denise Clark
Caught in the Grade Trap: What Students Say about Doing School.
PUB DATE- 00
NOTE- 44p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Educational Environment; *High School Students; High Schools; *Learning; *School Role; *Student Attitudes; Student Motivation

Some successful students were asked to reflect on their experiences with the high school curriculum, commenting on their sources of motivation, how they explained their school success, what they enjoyed learning, and what they wished they could have learned. School administrators defined the nature of the students' success, and five students were selected based on recommendations from teachers, counselors, and administrators. Over a semester, each student was observed and interviewed. The five student portraits that resulted examined in detail the daily classroom experiences of these students and the processes they used to make sense of their lives. These portraits show that being system savvy, or conspiring with others to work the system, does not ensure favorable results, but certainly can help. Most of the students knew how to "cheat" by using time-saving, grade-enhancing devices that meant that assignments were not done to the letter of the law. Because of the many messages about success sent by the school, the community, the colleges, parents, and even peers, these students felt trapped. They also struggled with routines that made them feel like robots. Students also often varied their behavior from class to class to suit the perceived requirements of a particular teacher. The evidence from these students suggests that schools teach the need to cut corners or cheat to demonstrate success, and that they must conform and act in ways that lead to high grades, high test scores, and the praise and recommendations of teachers and administrators. However, it was apparent that these students had access to supports that many students in the classroom have some impact on students' preferences regarding learning strategies. (Contains 22 references.) (SLD)

ED 445 036 TM 031 641

Li, Yuan H.; Lissitz, Robert W.
Applications of the Analytically Derived Asymptotic Standard Errors of IRT Item Parameter Estimates.
PUB DATE- 00
NOTE- 44p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Error of Measurement; *Estimation (Mathematics); *Item Response Theory; *Maximum Likelihood Statistics; Prediction; Simulation; Test Items
IDENTIFIERS- Asymptotic Distributions; Partial Credit Model

The analytically derived expected asymptotic standard errors (SEs) of maximum likelihood (ML) item estimates can be predicted by a mathematical function without examinees' responses to test items. The empirically determined SEs of marginal maximum likelihood estimation/Bayesian item estimates can be obtained when the same set of items is repeatedly estimated from test data. Understanding the consistency of SEs yielded from both approaches is of primary concern for the application of the analytic SEs. In most cases in the simulation conducted, SEs yielded from both approaches were similar, especially for the generalized partial credit model (E. Muraki, 1992). This finding encourages test practitioners and researchers to apply the asymptotic SEs of item estimates to the following applications: (1) practical testing situations; (2) item-linking studies; and (3) predicting the SEs of equating scores for the item response theory (IRT) true-score procedures (Lord, 1982) without examinees' responses to test items. Three dimensional graphical representation of the analytic SEs of item estimates has also been provided for better understanding of several widely used IRT models. (Contains 32 references.) (Author/SLD)

ED 445 037 TM 031 642

Rivera, Charlene; Stansfield, Charles W.; Scialdone, Lewis; Sharkey, Margaret
An Analysis of State Policies for the Inclusion and Accommodation of English Language Learners in State Assessment Programs during 1998-1999. Final Report.
SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- 00
NOTE- 405p.
LANGUAGE- English
EDRS Price- MF01/PC17 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Bilingual Education; *Educational Policy; Elementary Secondary Education; English; *Limited English Speaking; Participation; *Second Language Learning; State Programs; *Testing Programs
IDENTIFIERS- *Test Adaptations

This report presents a description of state policies regarding the participation of English language learners (ELLs) in statewide assessment programs during the 1998-1999 school year.

progress has occurred in evaluating a student's developing skills once that student is engaged in employment. The advantages that curriculum-based assessments demonstrate in the classroom may carry over into transition environments as well. The Site-Based Evaluation Plan (STEP) is a potential model for evaluating a student's skill in the transition to employment, which involves all stakeholders equally in the transition process. In this model, evaluation becomes a curriculum-based assessment tool, with the job skills becoming the student's transition curriculum. (Contains 10 references.) (SLD)

ED 445 058 TM 031 674

Buckendahl, Chad W.; Impara, James C.; Plake, Barbara S.
Evaluating District Performance without a Common Assessment: Nebraska's Accountability Model.
PUB DATE- 00
NOTE- 16p.; Paper presented at the Annual National Conference of the Council of Chief State School Officers on Large-Scale Assessment (30th, Snowbird, UT, June 25-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Accountability; Educational Assessment; Elementary Secondary Education; *Evaluation Methods; *Performance Factors; *School Districts; State Programs; *Test Results
IDENTIFIERS- *Nebraska

Many states use a statewide assessment strategy to evaluate districts on common measures. Because districts in Nebraska are not measured on common instruments, comparisons of district performance are difficult. The accountability model described in this paper contains three components related to school district performance on academic content standards: (1) student performance on district assessments; (2) technical quality of district assessments; and (3) challenge adjustments based on district demographic characteristics. The model is proposed based on a previous study that examined the appropriate component contributions of the model, the utility of creating composite scores for accountability, and the stability of district classification decisions. The current accountability model does not include a component for improvement over time and is suggested as a strategy for low stakes accountability systems. (Contains 23 references.) (Author/SLD)

ED 445 059 TM 031 675

Plake, Barbara S.; Buckendahl, Chad W.; Impara, James C.
A Comparison of Publishers' and Teachers' Perspectives on the Alignment of Norm-Referenced Tests to Nebraska's Language Arts Content Standards.
PUB DATE- 00
NOTE- 15p.; Paper presented at the Annual National Conference of the Council of Chief State School Officers on Large-Scale Assessment (30th, Snowbird, UT, June 25-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *Language Arts; *Norm Referenced Tests; *State Standards; Student Evaluation; Teacher Attitudes; *Teachers; Test Use
IDENTIFIERS- *Nebraska; *Test Publishers

total sample. The method attempts to determine if any one case or group of cases exerts an inappropriate influence on the overall statistic of interest. To illustrate the value of the jackknife, an example is presented that uses actual educational research data. The study (B. White and L. Daniel, 1999) concerned career motivations of persons planning to teach. (Contains 4 tables and 13 references.) (SLD)

ED 445 080   TM 031 757

White, Amy E.
Statistical Testing and Type I Error.
PUB DATE- 00
NOTE- 16p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Dallas, TX, January 27-29, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Hypothesis Testing; *Statistical Analysis
IDENTIFIERS- *Type I Errors

In traditional null hypothesis testing, researchers use critical values of various test statistics in order to minimize the risk of making Type I errors. These critical values are associated with common alpha levels (e.g., 0.01, 0.05) that indicate the probability of a Type I error. Alpha values are set at conservative levels such that the Type I error is at a minimum for any given test. However, as the number of statistical tests conducted on a single sample increases, the change of making a Type I error somewhere in the study escalates appreciably, becoming much larger than the alpha level associated with any single test. An educational research data set is used to illustrate this problem, and several corrections are suggested, including better specification of research questions, increased parsimony in selection of statistical tests, and use of multivariate methods when possible. (Contains 3 tables and 16 references.) (Author/SLD)

ED 445 081   TM 031 758

Vasquez, Linda M.; Gangstead, Sandra Kay; Henson, Robin K.
Understanding and Interpreting Effect Size Measures in General Linear Model Analyses.
PUB DATE- 00
NOTE- 20p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Dallas, TX, January 27-29, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Research; *Effect Size
IDENTIFIERS- *General Linear Model

Best practice is now understood by many to include reporting effect sizes when submitting manuscripts for publication since some (and potentially more) journals in the education field require, or strongly encourage, authors to report magnitude of effect measures with their statistical interpretation discussion. Therefore, it is important that researchers familiarize themselves with various effect size measures and how to interpret them. This paper reviews many of the effect size statistics available, including both corrected and of 2001. Issue 1 also contains reports on NCES work in the categories of: (1) early childhood education; (2) elementary and secondary education; (3) post-secondary education; (4) lifelong learning; (5) public, state, and federal libraries; (6) international statistics; (7) crosscutting statistics; (8) methodology; and (9) a list of data products, other publications, and funding opportunities. The focus of issue 2 is on the Common Core of Data (CCD) surveys, a series of six separate annual data collections of information from the administrative records of state education agencies. In addition to commentary on the CCD, issue 2 contains reports on elementary and secondary education, postsecondary education, international education, crosscutting studies, and research methodology, as well a list of data products, other publications, and funding opportunities for the quarter. (Issue 1 contains 39 tables and 41 figures. Issue 2 contains 32 tables and 26 figures.) (SLD)

ED 445 102 TM 031 784

Thomas, L. M.; Thomas, Suzanne G.
The Impact of Advanced Placement Courses on High School Students Taking the Scholastic Aptitude Test.
PUB DATE- 00
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Advanced Placement; Advanced Placement Programs; Analysis of Variance; *College Entrance Examinations; *High School Students; High Schools; Sex Differences; Socioeconomic Status; *Test Results
IDENTIFIERS- *Scholastic Assessment Tests

This obtrusive post-hoc quasi-experimental study investigated Scholastic Assessment Test (SAT) scores of 111 high school students in grades 10 through 12. Fifty-three students were enrolled in at least one Advanced Placement (AP) course at the time of the study. General factorial analysis of variance (ANOVA) tested for significant differences between verbal, quantitative, and composite SAT scores with the independent variables of class enrollment (AP, non-AP), economic level (high EL, low EL), and gender. Economic level depended on student qualification for the National School Lunch Program. Analysis of the data indicated that there were significantly higher verbal ($p=0.001$), quantitative ($p=0.038$), and composite ($p=0.003$) SAT scores for students enrolled in the AP program. In addition, ANOVA of two-way interaction between class enrollment and economic level indicated that high EL students enrolled in the AP program had significantly higher quantitative SAT scores ($p=0.019$). All other variable interactions produced no significant differences, although females did have higher scores than males. (Contains 21 tables and 13 references.) (Author/SLD)

ED 445 103 TM 031 785

Giraud, Gerald; Enders, Craig
The Effects of Repeated Cooperative Testing in an Introductory Statistics Course.
PUB DATE- 00
NOTE- 11p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English

NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Hispanic Americans; *Prediction; *Preservice Teachers; *Professional Development; Regression (Statistics); Secondary Education; *Secondary School Teachers; *Teacher Certification
IDENTIFIERS- *Texas

Variables that predict success on the Examination for Certification of Educators in Texas (ExCET) were studied, extending a pilot study that focused on one component of the ExCET, Secondary Professional Development (G. Poelzer, L. Zeng, and M. Simonsson, 2000). A representative sample of 87 preservice secondary education teachers was drawn from the academic records of a college of education at which 87% of students were Hispanic American. Data included both practice ExCET and ExCET scores as well as other records related to academic achievement and student characteristics. A regression equation was determined and the residuals were examined. Findings closely approximated those of the pilot study, which involved 71 preservice teachers. The same predictor variables were identified and similar squared multiple correlation coefficients emerged. Results show that success on the ExCET examination professional development test for secondary preservice teachers can be predicted reasonably well with a linear regression equation that includes the variables of reading scores on the Texas Academic Skills program, practice ExCET scores, and ACT Assessment scores, at least for Hispanic students at universities in South Texas. Appendixes describe the test framework, contain some ExCET sample items, and present four study data tables and three figures. (SLD)

ED 445 125 TM 031 809

Armstrong, Joseph L.; Peters, John M.
The Transformative Process of Collaborative Learning.
PUB DATE- 00
NOTE- 6p.; Paper presented at the Qualitative Interest Group 2000 meeting (Athens, GA, January 6-9, 2000).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cooperative Learning; Educational Experience; Ethnography; *Graduate Students; Graduate Study; *Group Dynamics; Higher Education; Qualitative Research

This study described and documented collaborative learning by students in two sections of a graduate education course at a large southern U.S. university. Ethnographic observations were made of the two groups, and participants were interviewed about their experiences in their respective groups. Analysis of field notes from ethnographic observations and interview transcripts revealed three categories of themes that described the process of collaborative learning: (1) group process; (2) learning process; and (3) group facilitation. The group process category contained the themes of cohesion, trust, respect, confusion, frustration, and conflict. The learning process category contained the themes of discourse, engagement, and questions, and the group facilitation category contained the themes of facilitator actions and participant as facilitator.

on physical appearance and therefore open to individual judgment. Some argue that the Brazilian approach still places the black population at the bottom of the social order, but the approach is clearly much better for mixed race children, who find more acceptance than they would in the United States where they would be thought of as belonging to the minority race. (Contains 18 references.) (SLD)

ED 445 145 UD 033 742

Examining Skills Shortages in America's Cities: Impact, City Responses and Business Perspective.
PUB DATE- 00
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrators; *Job Training; Needs Assessment; Partnerships in Education; Program Descriptions; *Skills; Surveys; *Urban Areas

This report documents the results of a survey of the principal cities of the United States conducted in 1999. The objective of this survey was to help determine the impact of the growing gap between the skills demanded by today's economy and the skills of the workforce, and how mayors and other city leaders, on behalf of their citizens, are addressing the skills gap. Officials in four out of five of the survey cities reported a shortage of highly skilled workers, and more than 77% said that this shortage had increased over the past 5 years. Survey cities indicated that their efforts to develop these skills among workers usually included partnerships involving, or programs conducted by, various local institutions, including colleges and universities, public postsecondary institutions, businesses, public elementary and secondary schools, and other institutions. Thirty-one percent of the officials reported that the state's Temporary Assistance for Needy Families program was taking advantage of newly granted flexibility to help move recipients from welfare to work. An appendix lists the 110 responding cities. (SLD)

ED 445 146 UD 033 743

The Community Connection: Case Studies in Public Engagement.
PUB DATE- 00
NOTE- 74p.; Overview by Anne Wright. Case studies by Judith Brody Saks. Other contributors were Adria L. Thomas and Donna Harrington-Lucker.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Community Involvement; Disadvantaged Youth; Elementary Secondary Education; *Participation; *Planning; *School Districts

Community visioning and strategic planning were studied as two forms of community engagement that could best address student academic achievement issues. Fifteen school districts were selected on the basis of engagement of internal (teachers, students, administrators) and external (parents, business leaders, and youth service organizations) entities. Profiles based on information these districts submitted show their community engagement and student achievement efforts. These data are supplemented by information from telephone interviews and questionnaires completed by district superintendents and school board presidents. Overall, the experience of these 15 there should be no delegation of federal immigration authority to local police. The Department of Justice must ensure that the civil rights of Latinos and other ethnic minorities are protected. (SLD)

ED 445 167 UD 033 767

Coleman, Peter
The Pressure for Choice: An Analysis of a Series of "Traditional School" Proposals to School Boards in B.C. with Regard to Establishing Schools of Choice within the Public System. Research Series #2.
PUB DATE- 98
NOTE- 56p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Accountability; Curriculum; *Effective Schools Research; Elementary Education; Foreign Countries; Nontraditional Education; *Parent Participation; *School Choice; School Districts; School Effectiveness; Urban Schools
IDENTIFIERS- *British Columbia

During 1994 to 1996, 15 school districts in British Columbia, Canada, received proposals to establish alternative public schools of choice based on the effective school model. These became commonly known as "traditional schools." Most of the proposals were denied, but four elementary schools were in existence by early 1998 and three others were approved later in the year. This study analyzed the proposals submitted to support 14 traditional schools. These proposals are based on the beliefs of the proposers that a consistent, structured approach to learning and school accountability is essential. Among the foundational elements proposed for these new schools are adherence to the prescribed curriculum, parent input through a governance council and parent partnership in instruction, with commitment to the values of the school ensured in advance of enrollment of students. The proposed schools planned to emphasize traditional models of instruction, especially direct instruction. Teachers were to have high expectations for students, and the schools were to have strict codes of behavior. The analysis concludes that the proposals match well with effective schools research and fit within the academic press theory of school effectiveness. A large body of research supports the emphasis on parent involvement, and choice of the school is expected to strengthen parent and student engagement. School choice could become a central technique for improving schools in British Columbia. An appendix summarizes elements of the proposals studied. (Contains 3 tables, 2 charts, and 44 references.) (SLD)

ED 445 168 UD 033 769

Wendel, Terrence
Creating Equity and Quality: A Literature Review of School Effectiveness and Improvement. SAEE Research Series #6.
PUB DATE- 00
NOTE- 84p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Academic Achievement; *Disadvantaged Youth; *Effective Schools Research; Foreign Countries; Low Income Groups; Poverty; *School Effectiveness; Secondary Education; Socioeconomic Status; Urban Schools

PUB DATE- 00
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Anxiety; Cooperating Teachers; Elementary Education; *Field Experience Programs; Higher Education; Instructional Effectiveness; Preservice Teacher Education; *Self Efficacy; *Student Teacher Attitudes; Student Teachers
IDENTIFIERS- *Early Field Experience; Teacher Efficacy Scale

This study investigated the effects of early field experiences on preservice teachers' teacher efficacy (TE) beliefs, a cognitive process in which teachers construct beliefs about their capacity to help students learn. The study also explored the effects of early field experiences on preservice teachers' TE beliefs in terms of their early field experience ratings, their perceived cooperating teachers' TE beliefs, and their teaching anxiety levels. Participants were 52 sophomore-level undergraduate students majoring in elementary and early childhood education, all of whom were randomly assigned to two local elementary schools. Participants made a total of six field experience trips. Data were collected before and after the early field experience. Data collection involved the Teacher Efficacy Scale, the Teaching Anxiety Scale, the Perceived Cooperating Teachers' Efficacy Scale, and the Field Experience Rating scale. Results indicated that after early field experiences, general teaching efficacy (GTE) was significantly lower, whereas personal TE was significantly higher. There was a relationship between student teachers' TE beliefs and their early field experience settings, their perceived cooperating teachers' TE beliefs, and their teaching anxiety. Respondents with higher perceived cooperating teachers' TE had higher GTE. Respondents with high teaching anxiety had significantly lower personal TE. (Contains 13 references.) (SM)

ED 444 974 SP 039 431

Margolin, Ilana; Ezer, Hanna; Karton, Rachel
Constructing a Professional Community of Teacher Educators during a Curriculum-in-Action Process.
PUB DATE- 00
NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Curriculum Development; *Discourse Communities; Elementary Secondary Education; Foreign Countries; Higher Education; Participative Decision Making; Preservice Teacher Education; Teacher Collaboration; *Teacher Educators
IDENTIFIERS- Israel

A study examined a group of Israeli teacher educators who met to develop a new integrative curriculum, investigating characteristics of the curriculum development process and of the planning group as a professional discourse community. Data sources included transcripts of 26 conferences throughout the year, participant interviews, and participant journals. Overall, the group evolved as a professional discourse appendix contains the survey instrument. (SM)

ED 444 993 SP 039 454

Trier, James D.
Using Popular "School Films" To Engage Student Teachers in Critical Reflection.
PUB DATE- 00
NOTE- 47p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Creative Teaching; *Critical Thinking; Critical Viewing; Elementary Secondary Education; *Films; Higher Education; Popular Culture; Preservice Teacher Education; Student Teachers; Teaching Methods
IDENTIFIERS- *Reflective Thinking

This paper describes the use of school films (popular movies that are in some way about an educator or student) to engage student teachers in critically reflective practice. The paper begins by describing the main goals of the effort, examining the basic structure of the practicum that involves these films, and explaining the various constraints that must be overcome in the practicum. The paper then explains why school movies are used in the practicum, reviews how other teacher educators have drawn on school films in their work with student teachers, and provides detailed examples of some of the activities and projects that have been designed around the use of school movies. The paper finishes with conclusions drawn about using school films as pedagogical devices that invite student teachers to think in critically reflective ways about a range of important issues related to education. Appendices include a working list of school films. (Contains 36 references.) (SM)

ED 444 994 SP 039 455

Grose, Claudia; McNamara, Margaret; Lak, Charlotte
"9, 10, 11 Staircases, Any One of Which Will Get You Where You Need To Be": Odyssey of a Professional Developer.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 35p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Change; Educational Improvement; Educational Innovation; Elementary Secondary Education; *Faculty Development; *Literacy Education; Urban Schools
IDENTIFIERS- First Steps Program (Australia)

This paper documents the journey of a professional developer engaged and trained to support the implementation of a literacy innovation in an urban school district. The innovation, First Steps, is a systematic organization of best practices linking assessment and instruction, supported by an ongoing program of school-based professional development. First Steps employs a teacher of teachers professional development model. The story

United States do not have. (Contains 41 references.) (SLD)

ED 445 015 TM 031 552

Hauser, Robert M.
Should We End Social Promotion? Truth and Consequences.
PUB DATE- 00
NOTE- 66p.; Version of this paper presented at the Conference of the Harvard Civil Rights Project on Civil Rights and High Stakes Testing (New York, NY, December 1998).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Failure; Age Grade Placement; *Educational Policy; Educational Trends; Elementary Secondary Education; *Grade Repetition; Low Achievement; Minority Groups; Sex Differences; *Social Promotion

This paper reviews the extent and consequences of grade retention in elementary and secondary school. The first part of the paper reviews recent proposals for test-based grade promotion and retention. These are based on politically attractive, but scientifically unsupported claims about the benefits of retention, and minority students are more likely to be subject to these claims. The second part of the paper outlines what is known about rates, trends, and differentials in grade retention in the United States. Sound data are scarce, but current retention rates are much higher than is generally believed. At least 15% of students are retained between ages 6 to 8 and 15 to 17, and a substantial amount of retention occurs before or after these ages. Retention rates are much higher for boys and members of minority groups than for girls and the white majority. Retention rates have also grown substantially over the past two decades. A review of the scientific evidence about retention shows that the academic benefits of retention are both temporary and costly. When previous academic performance and relevant social characteristics are controlled, past grade retention accelerates current school dropout rates. There is no evidence for claims that new retention polices will be coupled with effective remediation of learning deficits that would be worth their cost or would offset the well-established long-term negative effects of retention. (Contains 10 figures and 61 references.) (SLD)

ED 445 016 TM 031 553

Understanding Your School Report Card, 2000: Guide to Elementary and Middle School Examinations.
PUB DATE- 00
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Standards; Guides; Program Evaluation; *Report Cards; School Districts; Standards; State Programs; *State Standards; *Student Evaluation; *Test Use; *Testing Programs
IDENTIFIERS- *New York

The New York State School Report Card is an important part of the

The data collected included descriptions of policies: (1) for the inclusion and exemption of ELLs; (2) regarding the allowance or prohibition of accommodations in general as well as specific types of accommodations; (3) regarding the inclusion of accommodated test scores in state, district, and school totals; and (4) for use of alternate assessments and policies for reporting the resulting scores. The study is based on the direct analysis of documents provided primarily by directors of bilingual and English-as-a-Second-Language education in each state (two states do not have state assessment programs). Findings show that while almost all states (48) have exclusion/exemption policies, there is great variability in the degree to which state policies address aspects of ELL participation. Forty-six states allow some form of exemption. One finding of note is the absence of academic criteria from the list of criteria to be considered when making inclusion/exemption decisions. States offer accommodations that can be divided into presentation, response, setting, and timing/scheduling categories. Most state policies do not specify that a person with professional knowledge of language learning processes participate in the decision making process. Policies regarding alternate assessment measures for ELLs are absent from most state assessment programs. The report recommends that states review and revise their existing policies to align them with current legislation and good practice. Three appendixes contain study cover letters, discussions of documentation and alternate assessment, and the fourth appendix contains the individual state reports on state inclusion and accommodation policies. (Contains 11 tables, 18 figures, and 33 references.) (SLD)

ED 445 038   TM 031 643

Westgaard, Odin
Tests That Work: Designing and Delivering Fair and Practical Measurement Tools in the Workplace.
PUB DATE- 99
NOTE- 354p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Measurement Techniques; *Measures (Individuals); *Occupational Tests; Performance Based Assessment; *Personnel Evaluation; Test Results; *Test Use; Testing Problems

This guide shows organization managers how to use tests to assess skills and values in the workplace, as well as how to develop good, fair tests without needing any other resources. Part 1, chapters 1 through 5, presents basic information about tests and their practical applications. Part 2 describes the 15 steps of the testing process. The chapters are: (1) "Tests"; (2) "Categories of Tests and Items"; (3) "Measurement"; (4) "Measuring Competence: Defining Performance and Mastery"; (5) "The Three Principal Uses for Tests"; (6) "Justifying the Test"; (7) "Planning the Test"; (8) "Developing the Test"; (9) "Practicing and Administering the Test"; (10) "Evaluating and Reporting the Results"; (11) "Using Test Results"; (12) "Evaluating the Test"; and (13) "Test Management: An Ethical Process." An appendix contains a glossary of testing items. (Contains 51 figures and 56 references.) (SLD)

ED 445 039   TM 031 644

Test publishers have promoted their commercially available norm-referenced achievement tests as viable solutions to assessment challenges faced by states. They argue that their tests are developed professionally and therefore possess sound psychometric properties not often found in state-specific efforts. This study compared judgments from two sources, test publishers and teachers, on the alignment of test items from two commercially available norm-referenced achievement tests to Nebraska's content standards at three grade levels (4, 8, and 11) in language arts. Study analyses focused on the level of agreement between the state's teachers' perceptions of how well the tests aligned to the standards and the alignment reported by the two test publishers. Panels of 20 4th grade teachers, 10 8th grade teachers, and 10 11th grade teachers studied the alignment. Results indicate that there may be some inconsistency between teachers' and publishers' perceptions. (Author/SLD)

ED 445 060   TM 031 676

Ito, Kyoko; Sykes, Robert C.
An Evaluation of "Intentional" Weighting of Extended-Response or Constructed-Response Items in Tests with Mixed Item Types.
PUB DATE- 00
NOTE- 95p.; Paper presented at the Annual National Conference of the Council of Chief State School Officers on Large-Scale Assessment (30th, Snowbird, UT, June 25-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Constructed Response; Elementary Education; Essay Tests; Test Construction; *Test Items; Test Length; Writing Tests
IDENTIFIERS- *Weighting (Statistical)

This study investigated the practice of weighting a type of test item, such as constructed response, more than other types of items, such as selected response, to compute student scores for a mixed-item type of test. The study used data from statewide writing field tests in grades 3, 5, and 8 and considered two contexts, that in which a single extended response writing prompt is "intentionally" or "purposefully" weighted twice in computing student scores (ER context) and one in which a set of constructed response items, including one extended response item, is intentionally weighted twice (CR context). The weighting option was compared with the use of no weighting. In either context, the criterion for the two options (weighting and no weighting with a shorter form) was the administration of twice as many items as the items that are deliberately weighted, combined with no use of weighting. The three options were compared in terms of student scores as well as raw-score-to-scale score conversion tables. The state uses number-correct scoring as opposed to pattern scoring. Either intentionally weighted or un-weighted scores on the shorter form are, on average, very comparable to the criterion un-weighted scores from the longer form. On the level of individual student scores, as compared with the un-weighted shorter-form scores, more of the weighted shorter-form scores (2-5% more in the ER context and 1-9% more in the CR context) differ from the target scores by more than 10 points. The ramifications of the small decreases in individual score accuracy associated with purposeful weighting would depend on the purposes for which the scores are used and other factors. However, it is clear that uncorrected measures such as eta squared, omega squared, epsilon squared, the Wherry formula, the Herzburg formulas (both fixed and random models), and the Lord formula. These statistics are explained and demonstrated with heuristic data. Several recommendations are presented to facilitate appropriate interpretation of effect sizes, including the consideration of estimate bias, fixed or random effects design use, and whether analyses were conducted using univariate or multivariate statistical approaches. One table shows actual calculations using general linear model analyses. (Contains 42 references.) (SLD)

ED 445 082   TM 031 759

Alexander, Erika D.
Using Canonical Correlation To Explore Relationships between Sets of Variables: An Applied Example with Interpretive Suggestions.
PUB DATE- 00
NOTE- 16p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Dallas, TX, January 27-29, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Correlation; *Multivariate Analysis
IDENTIFIERS- *Variables (Mathematics)

Canonical correlation analysis is a parsimonious way of breaking down the association between two sets of variables through the use of linear combinations. As a result of the analysis, many types of coefficients can be generated and interpreted. These coefficients are only considered stable and reliable if the number of subjects per variable is sufficiently large. The first of these coefficients, the canonical correlation, is the bivariate correlation between the composite scores for the two sets of variables. Two additional coefficients, the canonical function and structure coefficients, address the contribution a single variable makes to the explanatory power of the set of variables to which the variable belongs. The communality coefficient explains how useful the variable is in defining the canonical solution. The adequacy coefficient indicates how adequately the analysis represents the total variance in the unweighted set. The extent to which a variable contributes to explaining the composite of the variable set to which the variable of interest does not belong is the index coefficient. A final outcome from canonical correlation analysis is the redundancy coefficient, which indicates the average proportion of variance for variables in one set that is reproducible with the variables in the other set. While the coefficient is easy to calculate, it is not recommended for interpretation in most cases. (Contains 3 tables and 10 references.) (SLD)

ED 445 083   TM 031 760

Agee, Jane
The Symbolic Structures and Dynamics of Settings in Qualitative Educational Research.
PUB DATE- 00
NOTE- 29p.; Paper presented at the Quality Interest Group (QUIG) Annual Conference on Qualitative Research in Education (Athens, GA, January 6-8, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Students; Cooperative Learning; Higher Education; *Statistics; *Student Attitudes; Study; *Test Results
IDENTIFIERS- *Cooperative Test Taking

Cooperative testing seems a logical complement to cooperative learning, but it is counter to traditional testing procedures and is viewed by some as an opportunity for cheating and freeloading on the efforts of other test takers. This study examined the practice of cooperative testing in introductory statistics. Findings indicate that students had positive affect toward cooperative testing and also that they were not overly concerned with freeloading. Differences in self-reported study time between students who participated in cooperative testing and those who tested individually were not statistically significant. Students who participated in cooperative testing answered as many questions correctly on a non-cooperative final examination as did students in a traditionally tested course. While student performance, anxiety, and study time were not significantly affected by testing situation in this study, the study lends support to the use of cooperative testing in terms of student attitude. (Author/SLD)

ED 445 104 TM 031 786

Improving Student Achievement in Alaska. Alaska Goals 2000 Annual Report, 1997-98.
PUB DATE- 98
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; *Curriculum Development; *Educational Improvement; Elementary Secondary Education; Federal Aid; Public Schools; *School Districts; Standardized Tests; State Aid; State Programs; Test Results
IDENTIFIERS- *Alaska

Alaska Goals 2000 is part of a coordinated, statewide effort to improve public education for all students in Alaska. In 1997-1998, 90% of Alaska's federal funding was used to fund grants to local school districts, and 10% was used to fund state-level activities through the Alaska Department of Education. During 1997-1998, curriculum frameworks and related resource kits were completed for skills for a healthy life, and standards for culturally responsive skills were developed and disseminated. Overall, efforts continued on developing performance standards and assessments for grades 3, 6, and 8, and student performance standards for high school reading, writing, and mathematics were approved. Alaska educators were given access to training and materials for curriculum development to integrate academic, occupational, and employability skills. Considerable work was done to develop professional standards, school excellence standards, and family, school, business, and community networks. Advances were made in the use of integrated technology in Alaska's schools. A summary of the school improvement activities of each of 28 school districts is included. (SLD)

ED 445 105 TM 031 787

Miller, Alean
Mini-Digest of Education Statistics, 1999.

Participants described their experiences in terms of the interaction of these themes. The findings show collaborative learning to be a multifaceted, complex process that can be understood in terms of knowledge construction, relationships, and participants' roles in facilitating their own and others' learning. (SLD)

ED 445 126 UD 033 524

Johnson, Nicholas
A Hand Up: How State Earned Income Tax Credits Help Working Families Escape Poverty. 1999 Edition.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.; Ford Foundation, New York, NY.; Mott (C.S.) Foundation, Flint, MI.
PUB DATE- 99
NOTE- 54p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Low Income Groups; Poverty; Resource Allocation; *State Programs; *Tax Credits; Urban Youth
IDENTIFIERS- *Earned Income Tax Credit

An Earned Income Tax Credit (EITC) is a tax reduction and a wage supplement for low- and moderate-income working families. The federal government administers an EITC through the income tax, as do some states. States that enact EITCs can reduce child poverty, support welfare-to-work efforts, and cut taxes for families struggling to make ends meet. Altogether, 11 states now offer EITCs based on the federal credit. The federal EITC is considered the most effective antipoverty program in the United States for working families. It is estimated that the federal EITC lifts nearly 5 million people, roughly half of whom are children, out of poverty each year. Interviews with EITC recipients show that many use their refunds to make the kinds of investment, including paying for education, that enhance economic security and promote economic opportunity. Two appendixes show parameters of the federal EITC and the estimated cost of refundable state EITCs. (SLD)

ED 445 127 UD 033 629

Wessler, Stephen
Addressing Hate Crimes: Six Initiatives That Are Enhancing the Efforts of Criminal Justice Practitioners. Hate Crimes Series. Bureau of Justice Assistance Monograph.
PUB DATE- 00
NOTE- 26p.; Supported by a contract with Community Research Associates, Inc.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Civil Rights; *Crime Prevention; *Law Enforcement; *Racial Bias; *Social Bias; State Programs; Training
IDENTIFIERS- *Criminal Justice System; Criminal Justice Workers; Department of Justice; *Hate Crime; Maine

This publication focuses on initiatives that are designed to address hate crimes by enhancing efforts of the criminal justice system. After discussing the pivotal role of law enforcement in this effort, the paper describes six Bureau of Justice Assistance-funded initiatives, which include: the International Association of Chiefs of Police Summit: Hate Crime in America; the Department of Justice National Hate Crime districts shows that, while difficult, public engagement does not need to be intimidating. Whether urban, rural, or suburban, these districts are rich with examples of how to transform frameworks, management practices, and trends into reality. Case studies describe the activities in each district. Part 3 contains a list of 38 resources for community engagement. (SLD)

ED 445 147 UD 033 744

Howell, William G.; Wolf, Patrick J.; Peterson, Paul E.; Campbell, David E.
Test-Score Effects of School Vouchers in Dayton, Ohio, New York City, and Washington, D.C.: Evidence from Randomized Field Trials.
SPONS. AGENCY- Lynde and Harry Bradley Foundation, Milwaukee, WI.; Donner (William H.) Foundation.; Thomas B. Fordham Foundation, Washington, DC.; John M. Olin Foundation, Inc., Alton, IL.; David and Lucile Packard Foundation, Los Altos, CA.; Smith Richardson Foundation, Inc., Greensboro, NC.; Spencer Foundation, Chicago, IL.
PUB DATE- 00
NOTE- 46p.; Paper presented at the Annual Meeting of the American Political Science Association (Washington, DC, September 2000). Additional financial support provided by the Achelis Foundation, the Milton and Rose D. Friedman Foundation, the Bodman Foundation, and the Walton Family Foundation.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Achievement Tests; Black Students; *Educational Vouchers; Elementary Education; Financial Support; *Racial Differences; *School Choice; Scores; *Test Results; *Urban Schools
IDENTIFIERS- Dayton Public Schools OH; District of Columbia Public Schools; New York (New York)

In the late 1990s, three privately funded school voucher programs for students from low-income families were established in the Dayton, Ohio metropolitan area, New York City, and Washington, D.C. Additional programs were created in Dayton and Washington, D.C. and in 1999, the Children's Scholarship Fund, a nationwide school choice scholarship program, provided additional support to these programs. Evaluations of the programs show that in the three cities taken together, the average, overall test performance of African American students who switched from public to private schools was, after 1 year, 3.3 National Percentile Ranking (NPR) points higher than the performance of the control group remaining in the public schools, and after 2 years, the difference was 6.3 NPR points. No statistically significant effects, either positive or negative, were observed for students from other ethnic groups who switched to private schools through these programs. Results for African Americans did not vary significantly by subject matter, but results did vary somewhat by city, with the greatest gains in Washington, D.C. In that city, older students switching to private schools had trouble adapting to their school in the first year, but recovered lost ground and gained substantially by the end of the second year. Evaluation teams plan to explore why the voucher program had positive effects on African American students and no detectable effects on others. (Contains 11 tables.) (SLD)

ED 445 148 UD 033 745

IDENTIFIERS- Canada

This monograph is the first in a series of reports related to the Successful Secondary Schools Study in three Canadian provinces, a study that will contribute to high student achievement outcomes for students of low socioeconomic status. This document provides a synopsis of the literature and research dealing with successful and effective schools, school improvement, and the effects of socioeconomic status on overall student learning. The particular focus is on practices in high-achieving schools with low socioeconomic status. Chapter 1 introduces the Successful Secondary Schools Study, and chapter 2 considers the literature on socioeconomic status and student achievement. Chapter 3 provides a historical view of school effectiveness, and chapter 4 considers linking school effectiveness and school improvement. The review of research shows that schools can make a difference and can help students overcome the harmful effects of socioeconomic status. School improvement is revealed as neither simple nor easy, but research shows that committed teachers, focusing on student learning, make the difference. (Contains 4 figures and 57 references.) (SLD)

ED 445 169 UD 033 771

Primus, Wendell; Daugirdas, Kristina

Senate Appropriations Bill Contains Severe Reductions in Social Services Block Grant: Program Funds Services for Vulnerable Low-Income Children and People Who Are Elderly or Disabled.

PUB DATE- 00
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Disadvantaged Youth; *Federal Aid; *Financial Support; Low Income Groups; Older Adults; *Social Services; *State Programs; Urban Youth; Welfare Recipients
IDENTIFIERS- *Social Services Block Grant Program; *Welfare Reform

The Senate Appropriations Committee recently approved a $1.1 billion reduction in the Social Services Block Grant (SSBG), a decrease of almost two-thirds of funding. This program has provided a flexible source of funding that enables states to meet the needs of their most vulnerable populations, low- and moderate-income children, and people who are elderly or disabled. Cuts in the SSBG could reduce funds that allow the elderly and disabled to remain in their own homes rather than being institutionalized, and such cuts could weaken welfare reform efforts by reducing funding for child care services and other supports for families that have moved from welfare to work. In addition, the SSBG helps fund services for people with mental retardation and other disabilities. Some states may be able to compensate for some of the reduction in SSBG through Temporary Assistance to Needy Families (TANF) funds, but overall, only 11 states could offset even one-fourth of the SSBG cut if they increased the portion of TANF funds to transfer to the SSBG to 4.25%, the maximum amount of transfer allowed in fiscal year 2001. Cutting the SSBG is also likely to weaken states' confidence in federal block grants. (SLD)

ED 445 170 UD 033 772

Orfield, Gary, Ed.; Miller, Edward, Ed.

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(141) Reports - Descriptive (Continued)

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AA - ERIC Processing and Reference Facility

AA001325	ED443942

CE - Adult, Career, and Vocational Education

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RC - Rural Education and Small Schools

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SP - Teaching and Teaching Education

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CS510409	ED444215
CS510410	ED444216

EA - Educational Management

EA030503	ED444217
EA030504	ED444218
EA030505	ED444219
EA030506	ED444220//
EA030507	ED444221
EA030508	ED444222
EA030509	ED444223//
EA030510	ED444224//
EA030511	ED444225//
EA030518	ED444226
EA030543	ED444227
EA030544	ED444228
EA030545	ED444229
EA030546	ED444230
EA030547	ED444231
EA030548	ED444232
EA030549	ED444233
EA030550	ED444234
EA030551	ED444235
EA030552	ED444236//
EA030553	ED444237
EA030554	ED444238
EA030555	ED444239
EA030556	ED444240
EA030559	ED444241
EA030560	ED444242
EA030561	ED444243
EA030562	ED444244
EA030563	ED444245

SP039436	ED444979
SP039439	ED444980
SP039440	ED444981
SP039441	ED444982
SP039442	ED444983
SP039444	ED444984
SP039446	ED444985
SP039447	ED444986
SP039448	ED444987
SP039449	ED444988
SP039450	ED444989
SP039451	ED444990
SP039452	ED444991
SP039453	ED444992
SP039454	ED444993
SP039455	ED444994
SP039457	ED444995
SP039458	ED444996
SP039459	ED444997

TM - Assessment and Evaluation

TM029716	ED444998
TM031535	ED444999
TM031536	ED445000
TM031537	ED445001
TM031538	ED445002
TM031540	ED445003
TM031541	ED445004
TM031542	ED445005
TM031543	ED445006
TM031544	ED445007
TM031545	ED445008
TM031546	ED445009
TM031547	ED445010
TM031548	ED445011
TM031549	ED445012
TM031550	ED445013
TM031551	ED445014
TM031552	ED445015
TM031553	ED445016
TM031554	ED445017
TM031555	ED445018
TM031556	ED445019
TM031557	ED445020
TM031626	ED445021
TM031627	ED445022
TM031628	ED445023
TM031629	ED445024
TM031630	ED445025
TM031631	ED445026
TM031632	ED445027
TM031633	ED445028
TM031634	ED445029
TM031635	ED445030
TM031636	ED445031
TM031637	ED445032
TM031638	ED445033
TM031639	ED445034
TM031640	ED445035
TM031641	ED445036
TM031642	ED445037
TM031643	ED445038//
TM031644	ED445039//

EA030564	ED444246
EA030565	ED444247
EA030566	ED444248
EA030568	ED444249
EA030569	ED444250
EA030570	ED444251
EA030571	ED444252
EA030572	ED444253
EA030574	ED444254
EA030576	ED444255
EA030577	ED444256
EA030578	ED444257
EA030581	ED444258
EA030582	ED444259
EA030583	ED444260
EA030584	ED444261
EA030585	ED444262
EA030586	ED444263
EA030587	ED444264
EA030588	ED444265//
EA030589	ED444266
EA030590	ED444267
EA030591	ED444268
EA030612	ED444269
EA030706	ED444270

EC - Disabilities and Gifted Education

EC307843	ED444271//
EC307961	ED444272//
EC307962	ED444273
EC307963	ED444274
EC307964	ED444275
EC307965	ED444276
EC307966	ED444277
EC307967	ED444278
EC307968	ED444279
EC307969	ED444280
EC307970	ED444281
EC307971	ED444282
EC307972	ED444283
EC307973	ED444284//
EC307974	ED444285
EC307975	ED444286
EC307976	ED444287
EC307977	ED444288
EC307978	ED444289
EC307979	ED444290
EC307980	ED444291
EC307981	ED444292
EC307982	ED444293
EC307983	ED444294
EC307984	ED444295
EC307985	ED444296
EC307986	ED444297
EC307987	ED444298
EC307989	ED444299
EC307990	ED444300
EC307991	ED444301
EC307992	ED444302
EC307993	ED444303
EC307994	ED444304
EC307995	ED444305
EC307996	ED444306

TM031645	ED445040//
TM031646	ED445041//
TM031647	ED445042//
TM031648	ED445043//
TM031650	ED445044//
TM031651	ED445045//
TM031652	ED445046//
TM031653	ED445047//
TM031654	ED445048//
TM031665	ED445049
TM031666	ED445050
TM031667	ED445051
TM031668	ED445052
TM031669	ED445053
TM031670	ED445054
TM031671	ED445055
TM031672	ED445056
TM031673	ED445057
TM031674	ED445058
TM031675	ED445059
TM031676	ED445060
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TM031679	ED445063
TM031680	ED445064
TM031681	ED445065
TM031682	ED445066
TM031683	ED445067
TM031684	ED445068
TM031746	ED445069
TM031747	ED445070
TM031748	ED445071
TM031749	ED445072
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TM031751	ED445074
TM031752	ED445075
TM031753	ED445076
TM031754	ED445077
TM031755	ED445078
TM031756	ED445079
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TM031759	ED445082
TM031760	ED445083
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TM031772	ED445092
TM031773	ED445093
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TM031775	ED445095
TM031777	ED445096
TM031778	ED445097
TM031779	ED445098
TM031780	ED445099
TM031781	ED445100
TM031782	ED445101
TM031784	ED445102
TM031785	ED445103

EC307997	ED444307
EC307998	ED444308
EC307999	ED444309
EC308000	ED444310
EC308002	ED444311
EC308003	ED444312
EC308004	ED444313
EC308005	ED444314
EC308006	ED444315//
EC308007	ED444316
EC308008	ED444317
EC308009	ED444318
EC308010	ED444319
EC308011	ED444320
EC308012	ED444321
EC308013	ED444322
EC308014	ED444323
EC308015	ED444324
EC308016	ED444325
EC308017	ED444326
EC308018	ED444327
EC308019	ED444328
EC308020	ED444329
EC308021	ED444330
EC308022	ED444331
EC308023	ED444332
EC308248	ED444333

EF - Eric Facility

EF005177	ED444334
EF005203	ED444335
EF005287	ED444336
EF005611	ED444337
EF005731	ED444338
EF005743	ED444339
EF005745	ED444340
EF005746	ED444341
EF005747	ED444342
EF005749	ED444343
EF005751	ED444344
EF005752	ED444345
EF005763	ED444346
EF005768	ED444347
EF005819	ED444348

FL - Language and Linguistics

FL026338	ED444349
FL026339	ED444350
FL026340	ED444351
FL026341	ED444352
FL026342	ED444353
FL026343	ED444354
FL026344	ED444355
FL026346	ED444356
FL026347	ED444357
FL026348	ED444358
FL026349	ED444359
FL026350	ED444360
FL026351	ED444361
FL026353	ED444362
FL026354	ED444363
FL026356	ED444364//

TM031786	ED445104
TM031787	ED445105
TM031788	ED445106
TM031789	ED445107
TM031790	ED445108
TM031791	ED445109
TM031792	ED445110
TM031793	ED445111
TM031794	ED445112
TM031795	ED445113
TM031796	ED445114
TM031797	ED445115
TM031799	ED445116
TM031800	ED445117
TM031802	ED445118
TM031803	ED445119
TM031804	ED445120
TM031805	ED445121
TM031806	ED445122
TM031807	ED445123
TM031808	ED445124
TM031809	ED445125

UD - Urban Education

UD033524	ED445126
UD033629	ED445127
UD033658	ED445128
UD033662	ED445129
UD033679	ED445130
UD033681	ED445131
UD033727	ED445132
UD033728	ED445133
UD033729	ED445134
UD033730	ED445135
UD033731	ED445136
UD033733	ED445137
UD033734	ED445138
UD033736	ED445139
UD033737	ED445140
UD033738	ED445141
UD033739	ED445142
UD033740	ED445143
UD033741	ED445144
UD033742	ED445145
UD033743	ED445146
UD033744	ED445147
UD033745	ED445148
UD033746	ED445149
UD033747	ED445150
UD033748	ED445151//
UD033749	ED445152
UD033750	ED445153
UD033751	ED445154
UD033753	ED445155
UD033755	ED445156
UD033756	ED445157
UD033757	ED445158
UD033758	ED445159
UD033759	ED445160
UD033760	ED445161
UD033761	ED445162
UD033763	ED445163
UD033764	ED445164

FL026357	ED444365
FL026358	ED444366
FL026359	ED444367
FL026360	ED444368
FL026361	ED444369
FL026362	ED444370
FL026363	ED444371
FL026364	ED444372
FL026365	ED444373
FL026366	ED444374
FL026367	ED444375
FL026368	ED444376
FL026369	ED444377
FL026370	ED444378
FL026371	ED444379
FL026372	ED444380
FL026373	ED444381
FL026374	ED444382
FL026375	ED444383//
FL026376	ED444384
FL026378	ED444385
FL026379	ED444386
FL801389	ED444387
FL801390	ED444388//
FL801391	ED444389
FL801392	ED444390
FL801393	ED444391
FL801394	ED444392
FL801395	ED444393
FL801396	ED444394
FL801397	ED444395
FL801398	ED444396
FL801399	ED444397

HE - Higher Education

HE032935	ED444398
HE032937	ED444399
HE032939	ED444400
HE032940	ED444401
HE032941	ED444402
HE032942	ED444403
HE032943	ED444404
HE032944	ED444405
HE032945	ED444406
HE032946	ED444407
HE032947	ED444408
HE032948	ED444409
HE032949	ED444410
HE032950	ED444411
HE033005	ED444412
HE033006	ED444413
HE033007	ED444414
HE033050	ED444415
HE033068	ED444416
HE033094	ED444417
HE033152	ED444418//
HE033153	ED444419//
HE033154	ED444420//
HE033155	ED444421
HE033156	ED444422
HE033157	ED444423
HE033158	ED444424
HE033160	ED444425

UD033765	ED445165
UD033766	ED445166
UD033767	ED445167
UD033769	ED445168
UD033771	ED445169
UD033772	ED445170
UD033773	ED445171
UD033774	ED445172
UD033775	ED445173
UD033779	ED445174
UD033780	ED445175//
UD033782	ED445176
UD033791	ED445177
UD033792	ED445178
UD033793	ED445179

HE033161	ED444426
HE033162	ED444427
HE033163	ED444428
HE033165	ED444429
HE033166	ED444430
HE033168	ED444431
HE033169	ED444432
HE033170	ED444433
HE033171	ED444434
HE033194	ED444435
HE033195	ED444436
HE033196	ED444437
HE033198	ED444438//
HE033199	ED444439//
HE033200	ED444440//
HE033201	ED444441//
HE033202	ED444442//
HE033203	ED444443
HE033204	ED444444
HE033205	ED444445
HE033206	ED444446
HE033207	ED444447
HE033211	ED444448

IR - Information and Technology

IR020086	ED444449
IR020087	ED444450
IR020088	ED444451
IR020089	ED444452
IR020090	ED444453
IR020091	ED444454
IR020092	ED444455
IR020093	ED444456
IR020112	ED444457
IR020113	ED444458
IR020114	ED444459
IR020115	ED444460
IR020116	ED444461
IR020117	ED444462
IR020118	ED444463
IR020119	ED444464
IR020120	ED444465
IR020121	ED444466
IR020122	ED444467
IR020123	ED444468
IR020124	ED444469
IR020125	ED444470
IR020126	ED444471
IR020127	ED444472
IR020128	ED444473
IR020129	ED444474
IR020130	ED444475
IR020131	ED444476
IR020132	ED444477
IR020133	ED444478
IR020134	ED444479
IR020135	ED444480
IR020136	ED444481
IR020137	ED444482
IR020138	ED444483
IR020139	ED444484
IR020140	ED444485
IR020141	ED444486

IR020143	ED444487
IR020144	ED444488
IR020145	ED444489
IR020146	ED444490
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IR020148	ED444492
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IR020154	ED444498
IR020155	ED444499
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IR020178	ED444522
IR020179	ED444523
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IR020182	ED444526
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IR020198	ED444542
IR020199	ED444543
IR020200	ED444544
IR020201	ED444545
IR020202	ED444546
IR020203	ED444547
IR020204	ED444548
IR020205	ED444549
IR020206	ED444550

IR020207	ED444551
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IR020246	ED444590
IR020247	ED444591
IR020248	ED444592
IR020249	ED444593
IR020258	ED444594
IR020259	ED444595
IR020261	ED444596
IR020264	ED444597
IR020265	ED444598
IR020270	ED444599
IR020279	ED444600
IR020351	ED444601
IR020378	ED444602
IR020536	ED444603
IR020541	ED444604
IR057903	ED444605

JC - Community Colleges

JC000453	ED444606
JC000456	ED444607
JC000457	ED444608
JC000459	ED444609
JC000460	ED444610
JC000533	ED444611

JC000537	ED444612
JC000552	ED444613
JC000553	ED444614
JC000554	ED444615
JC000555	ED444616
JC000556	ED444617
JC000557	ED444618
JC000558	ED444619
JC000559	ED444620
JC000564	ED444621
JC000565	ED444622
JC000570	ED444623
JC000571	ED444624
JC000576	ED444625
JC000577	ED444626
JC000578	ED444627
JC000579	ED444628
JC000580	ED444629
JC000581	ED444630
JC000583	ED444631
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JC000585	ED444633
JC000586	ED444634
JC000587	ED444635
JC000588	ED444636
JC000589	ED444637
JC000590	ED444638
JC000591	ED444639
JC000593	ED444640
JC000594	ED444641
JC000595	ED444642
JC000596	ED444643
JC000597	ED444644
JC000598	ED444645
JC000599	ED444646
JC000600	ED444647
JC000601	ED444648
JC000603	ED444649
JC000604	ED444650
JC000605	ED444651
JC000606	ED444652
JC000607	ED444653
JC000608	ED444654
JC000609	ED444655
JC000610	ED444656
JC000611	ED444657
JC000612	ED444658
JC000613	ED444659
JC000614	ED444660
JC000615	ED444661
JC000616	ED444662
JC000617	ED444663
JC000619	ED444664
JC000620	ED444665
JC000621	ED444666
JC000622	ED444667
JC000623	ED444668
JC000624	ED444669
JC000625	ED444670
JC000626	ED444671
JC000627	ED444672
JC000630	ED444673
JC000633	ED444674
JC000634	ED444675

JC000636	ED444676
JC000637	ED444677
JC000638	ED444678
JC000639	ED444679
JC000640	ED444680

PS - Elementary and Early Childhood Education

PS027252	ED444681//
PS027317	ED444682//
PS027486	ED444683//
PS027611	ED444684//
PS028552	ED444685
PS028578	ED444686//
PS028580	ED444687
PS028670	ED444688//
PS028758	ED444689
PS028759	ED444690
PS028760	ED444691
PS028761	ED444692
PS028762	ED444693
PS028763	ED444694
PS028764	ED444695//
PS028769	ED444696
PS028770	ED444697
PS028771	ED444698
PS028772	ED444699
PS028773	ED444700
PS028774	ED444701
PS028775	ED444702
PS028776	ED444703
PS028777	ED444704
PS028778	ED444705
PS028779	ED444706
PS028780	ED444707
PS028781	ED444708
PS028782	ED444709
PS028783	ED444710
PS028790	ED444711
PS028791	ED444712
PS028792	ED444713
PS028796	ED444714
PS028797	ED444715
PS028798	ED444716
PS028799	ED444717
PS028800	ED444718
PS028801	ED444719
PS028802	ED444720
PS028804	ED444721
PS028807	ED444722
PS028808	ED444723
PS028809	ED444724
PS028810	ED444725
PS028811	ED444726
PS028812	ED444727
PS028813	ED444728
PS028814	ED444729

PS - Elementary and Early Childhood Education

PS028815	ED444730
PS028818	ED444731
PS028819	ED444732
PS028822	ED444733
PS028823	ED444734